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THE UNIVERSITY RECORD

Number 190 December 1921

Annual Report of the President

To the Board of Trustees of
The University of North Carolina:

DEATHS

I herewith submit my report, and the reports of other University officials, for the current year.

It is with deep regret that I have to report the death of one member of your Board during the year; William Cain Ruffin, of Winston-Salem, a member of the class of 1888, died on February the eighteenth. Though he was not a member of your Board, you would desire, I am sure, that there should also be recorded here the death of Dr. Alexander Boyd Hawkins, of the class of 1845, who had been for a number of years the oldest living son of the University.

As this report was being written, the State was saddened by the news of the sudden death of her distinguished citizen and former Governor, the Chairman of your Board for four years, Thomas Walter Bickett. His connection with the University began in the days of his enrollment as a student in the Law School; his interest in her welfare ended only with his untimely passing. This is not the place to rehearse his achievements in public office; none of us who knew him can yet speak calmly of the man we loved. But I cannot refrain from setting down here some expression of appreciation and of profound grati-

tude for the many long hours he gave out of his busy life to the University, whose welfare he cherished and strove to promote as he strove for everything that was fine and worthy in his beloved State. A deep interest in the University, as in education generally, ran through all his administration. In its beginning, he championed the bond issue for state institutions, passed by the legislature of 1917, and it was due largely to his leadership that the funds then granted were made immediately available, even under the stress and strain of war. One of his last speeches as Governor was a plea for enlarged support for institutions of higher education in the State, a plea made in Greensboro in the fall of 1920, at a gathering of citizens from all over the State. I pick merely these two illustrations of his abiding concern for the cause which we cherish, because they are typical of his whole attitude. Always his wise and friendly counsel has been at the disposal of the University. I will not multiply instances; my thoughts turn irresistibly from the official to the man whom we admired and trusted and loved, and whom to have known was a rare privilege. God grant that we may train for the next generation as splendid men as he!

GIFTS On Christmas Day, Professor Horace Williams received for transmission to the University authorities a check from Mrs. Graham Kenan, of Wilmington. It is her wish that this sum be used for the establishment of the Graham Kenan Fellowship in Philosophy. In bringing this fine gift, made in memory of a University alumnus and a former member of your Board, to your attention, I should like to dwell for a moment on its significance. It makes possible, in one department of the University, the selection of men fitted for unusual service, and provides for a continuation of their work. One of the great tragedies of college life

everywhere today is the fact that so many of our best men, men with the instinct for learning and for service, must for lack of funds abandon their studies with the bachelor's degree, and that at a time when the demand for the right sort of faculty material everywhere exceeds the supply, and when the increasing complexity of life makes it more and more essential that every youth of unusual promise should be given the fullest opportunity to develop to the utmost of his capacities. Every institution of higher education should have at its disposal ample funds to ensure that the careers of its best men are not marred by an untimely severance of their connection with the sources of knowledge. That this gift has come to the Department of Philosophy is a deserved tribute to the deep and permanent influence which Professor Williams has exerted upon his students; that it may be followed by further gifts from other donors to other departments is my earnest hope. I know of no cause more worthy, of no investment which will inevitably produce greater returns.

FACULTY CHANGES

I have to announce the following changes in the faculty: Professor F. P. Venable, though still retaining his connection with the faculty, has resigned the headship of the Department of Chemistry, and Professor J. M. Bell has been appointed to succeed him. Professor M. C. S. Noble has been asked by the State Historical Commission to undertake the writing of a history of education in North Carolina since 1840, and as a result of the amount of time required for this task the administrative duties of the School of Education have been assumed by Professor N. W. Walker. The following men are on leave of absence for the year: Professor H. M. Wagstaff, on leave for a year of study, on the Kenan Foundation; Assistant-Professor H. H. Staab. Professors Dey, Cobb, Walker, and Foerster returned from a year's leave of absence.

The following resignations took effect at the end of the academic year 1920-21: James Holly Hanford, Professor of English; Lenoir Chambers, Assistant-Professor of Journalism; Oscar Ogburn Efird, Assistant-Professor of Law; Charles Isadore Silin, Instructor in French; Ira Welborn Smithey, Instructor in Chemistry; Charles Wellner Camp, Instructor in English; Walter Bryan Jones, Instructor in Mineralogy; John Theodore Krumplemann, Instructor in German.

The list of additions made to the faculty at the beginning of the year comprises: James Finch Royster, Kenan Professor of English Philology; Robert Diggs Wimberly Connor, Kenan Professor of History and Government; Gustave Maurice Braune, Head of the Department and Professor of Civil Engineering; Louis Graves, Professor of Journalism; Thornton Shirley Graves, Professor of English; Claudius T. Murchison, Associate-Professor of Business Economics; Homer Hoyt, Associate-Professor of Economics; Horace B. Anderson, Associate-Professor of Pathology; Harold D. Meyer, Associate-Professor of Sociology; Harold F. Janda, Associate-Professor of Highway Engineering; Frank Carl Vilbrandt, Associate-Professor of Industrial Chemistry; Maurice T. Van Hecke, Associate-Professor of Law; Harry W. Crane, Associate-Professor of Psychology; F. R. Flournoy, Assistant-Professor of History; Robert H. Wettach, Assistant-Professor of Law; Ernest Lloyd Mackie, Assistant-Professor of Mathematics; Martin K. Brooks, Instructor in Romance Languages; Murat H. Roberts, Instructor in Romance Languages, Albert Bachmann, Instructor in German; J. Fenton Daugherty, Instructor in Physics, Harry S. Van Landingham, Instructor in French; Thomas James Wilson, III., Instructor in French; John H. Bradley, Jr., Instructor

in Geology; S. C. Smith, Instructor in Chemistry; Charles Dale Beers, Instructor in Zoology; M. A. Hill, Instructor in Mathematics; Carl Weigand, Assistant-Director of Music; Chester DeForest Snell, Director of Extension; Harry F. Comer, Secretary of the Y. M. C. A.; William McK. Fetzer, Director of Athletics; Robert Fetzer, Assistant-Director of Athletics.

FACULTY

To secure and maintain a strong faculty is one of the great tasks, and, nowadays, one of the major problems which confront any institution of higher education. It is a problem of especial importance in an institution undergoing such rapid growth as the University of North Carolina. We must be in a position to keep our strong men, and to add wisely from the best we can find, or the quality of the service we can render will inevitably diminish. The last few years have been critical in this respect, and it is therefore with peculiar pleasure that I can report to you that the University has not only come through one of the most unsettled periods in its history with the loss of almost none of its best men, but that the quality of the men we have been able to add is, I believe, ample guarantee to you and to the State that our work will grow steadily in usefulness and value. In providing funds to make permanent the increase in salaries made possible by the gift of the General Education Board, the last legislature clearly saw that instruction of the quality it wants and the State wants at its University can only be given by picked men, and that such men can be found and retained only if the wage they are to receive bears some relation to the worth of the services they render. University work requires for its proper performance men of many types of mind and varied sorts of training and interest, but it always requires men of distinctive quality; otherwise teaching, research, and extension degenerate into a mere fruit-

less and uninspiring routine. I have commented before on the wide reputation which our faculty is achieving for the outstanding character of its work, and the high standing which the University is coming to have among her sister institutions of the nation. This is admirable in itself, and, what is even more important, it gives assurance that the future citizens on the University's campus will live in an atmosphere which stimulates and quickens. The building of a good faculty is, of course, a never-ending task, and we are but in the initial stages of selecting and welding into a harmonious unity what must become as the years go by a very large faculty group. I do feel strongly, however, that secure foundations have been laid and that the future is bright.

OTHER REPORTS

The reports of the officials in charge of the various units of University work will tell their own story of what, in detail, the enlarged basis of support by the State is making possible. I do not think that you can read them without feeling, as I have felt, that the University as a whole has been stimulated to new endeavor. In one phase after another of its life during these last months, it has been shown unmistakably that pent-up energies are being released, service broadened and deepened, and a new atmosphere of confidence in and of planning for the future engendered. There is about the University as a whole a sense of going forward, an assurance that once more, after the interruption of the war and the confused and uncertain years which followed, constructive work, under favorable conditions, can be resumed and steadily pushed ahead. To certain internal problems about which the University must, I believe, think steadily and intelligently, I shall recur.

CONSTRUCTION WORK

The building and permanent improvement fund made available by the last legislature for expenditure during the two-year period amounted to one million,

four hundred and ninety thousand dollars. To take charge of the expenditure of this fund a Building Committee was appointed, consisting of J. Bryan Grimes, Chairman; John Sprunt Hill; Haywood Parker; George Stephens; James A. Gray; W. N. Everett; W. C. Coker; and the President and Business Manager of the University. Your Committee selected as its Executive Agent T. C. Atwood, a construction engineer of wide experience, and he at once proceeded to build up a staff under whose direction plans have been drawn and inspection been carried out by men on the ground. The consulting arrangement with McKim, Meade and White, of New York, two years ago, has been continued, thus securing for the determination of the type and location of the buildings constructed the services of one of the best-known firms in the country, and ensuring systematic campus planning for the future. You will, I know, agree that our responsibility to generations to come requires that we make of our campus a thing of beauty and dignity, as well as of utility. The contract for the entire building project was let on June fourteenth to T. C. Thompson and Brothers, of Charlotte, and since that time operations have gone steadily forward.

Building on a large scale in Chapel Hill has about it something of the romance of pioneering. It has been a new sort of problem, to be solved by new methods. For a detailed account of what has been and is being done, I refer you to the reports of the Business Manager and the Construction Engineer. I want to point out here, however, that it has been demonstrated that large scale building operations can be carried out effectively and economically at the University, the fundamental necessities being two: first, an overhead organization and a type of contract of the proper sort; and, second, an available fund sufficiently large to en-

sure that an efficient organization can be maintained for a sum which constitutes a low percentage of the total cost. Under such conditions any given structure can be erected both more economically and more quickly than under the plan of regarding the unit of organization as the single building rather than the entire project. Overhead costs can thus be cut down, as our experience has shown, and the labor problem greatly simplified by the erection of camps and by the maintenance of a relatively uniform force throughout, which can be transferred from building to building, as needs require. The completion of the spur track, which is now delivering supplies direct to the campus, will in itself effect a large saving.

It will, I am convinced, aside from all other considerations, be the best business policy for the State to make during this period of rapid growth sufficiently large appropriations from biennium to biennium to allow the sort of building policy now in operation to be continued; it assures steady, rapid, and economical construction. This building policy is now past its experimental stage, and has amply justified itself in the minds of your committee by its results.

The core of the building programme for the two-year period is, of course, the dormitories and teaching buildings to be erected. Four dormitories, which will house a total of approximately five hundred men, are now under construction, and will be finished before the opening of the session next fall. One of the three class-room buildings, that assigned to the Social Sciences (including history, economics, commerce, rural social science, sociology, and public welfare), will also be completed by fall; and the other two (one for the Law School, one for the departments of languages and literature) will be completed within a few months thereafter. All these buildings are of reinforced con-

crete construction and thoroughly fireproof. Fourteen residences, varying in size from four rooms to eight, have been completed, and a vast number of scattered operations carried through, a list of which is included in the report of the Business Manager. One of the smaller operations completed is, however, of such moment to the life of the University that it deserves a word of comment. This is the successful treatment of Memorial Hall which has converted it into an auditorium usable for daily chapel. The acoustical defects of the hall have been corrected, and a heating system installed. In a student body so rapidly increasing in numbers, the importance of a daily gathering such as is now made possible is very great. More than any other thing, a fine pipe-organ would add to the attractiveness of the daily assemblies, and in addition it would prove a potent aid to the Department of Music. I bring this need to your attention in the hope that some friend of the University may become interested in supplying it, once it is pointed out.

GRAHAM MEMORIAL BUILDING

Up to the present, about a hundred and twenty thousand dollars in cash and specific pledges are available for the construction of the Graham Memorial Building, the result of the generous contributions of the alumni and friends of the University and of its lamented president. The need for the building as a social center for the campus is so great that it seems wise to hasten its erection, though it is evident that, if it is to be adequate for the needs of the larger campus, it must be so built that it can be added to from time to time. The first unit should contain rooms which may be used for general social purposes; such a place where men may meet and mingle is one of the greatest and most keenly felt needs of the student body. I therefore recommend that definite work on the plans be begun at once and that construction be started, if possible, this spring.

CHURCH DEVELOPMENT

I am glad to report that both the Methodist and Baptist denominations will build new churches in central locations in the immediate future. The present buildings of both denominations have been hopelessly outgrown, and both are building on a scale which looks to the future. I need not say how heartily the University welcomes such enlarged provision for the religious needs of the student body, and how heartily it desires to cooperate in such a programme. It is very gratifying, too, that both churches are to contain social rooms where the students may gather, a wise inclusion which seems to me second in importance only to the deepened religious life which will ensue. I should like to add here just a word of appreciation of the services to the student body which have been and are being rendered by the churches of the town, and to remind you of the aid their congregations and their pastors are to us in our task of growing men. They have helped to create here an atmosphere which is, I believe, as truly and deeply religious as that of any college in the country.

REORGANIZATION

The Y. M. C. A. has been reorganized this fall under the leadership of Mr. Harry F. Comer, who came to us from the Secretaryship of the State of Tennessee, and who has had successful experience in student work. I am confident that under his leadership the Y. M. C. A. will retain and enlarge its enviable reputation as a vital and far-reaching force on the campus of the University.

The extension work, which had so grown that the services of a full-time director were obviously necessary, has been placed in charge of Mr. Chester D. Snell, who brings to the work fine training and enthusiasm. His report deserves your careful attention, and bears ample testimony to the real and varied services which the University is rendering in this import-

ant field. The main difficulty by which the University is confronted, so well established has the work become, is that of finding ways to meet the calls that are constantly made upon it. As Director Snell points out, it must soon be seriously considered whether, in order more adequately to meet these demands, the University must not add to its staff men whose whole time, or a major fraction thereof, is devoted to extension service in the field.

Dr. L. R. Wilson, who since the creation of the Extension Bureau, has served on a part time basis as director, returns to full-time service as Librarian. With his remarkable work during the years that he was at the head of the extension service, you are familiar. He has done equally fine service in building up the Library, which, thanks to the increased funds available, is now assured the place in the scholarly life of the University which its importance justifies. Libraries and laboratories are the indispensable tools of modern institutions; effective work of University character is almost impossible unless these are well equipped.

ENROLLMENT

The student enrollment, as you will see by reference to the Registrar's report, has reached over sixteen hundred since the University opened this fall. In these figures are not included summer school students, who totalled nearly eleven hundred, of whom more than a third were doing work for University credit. The enrollment in the regular session will undoubtedly, because of further registration later on, reach seventeen hundred, and there is every reason to suppose that the summer school will be still larger than last year. Such figures are impressive in themselves, when one recalls the rapid growth they portray, but their real significance is the steadily mounting desire for university education among the youth of the State which

they reflect. They become still more impressive when one recalls the fact that this steady increase is maintained in spite of hard times and consequent sacrifices which must be made both by parents and by students. It is only necessary to consider that several hundred men today are in the University who are in part or totally dependent on their own resources to discover something of the passion for education which today dominates the younger generation in North Carolina. To deal worthily and adequately with men such as these is the clear responsibility both of the University and of the State; they are of the stuff of which good citizens are made, a future asset to the State that is beyond price.

As one reflects on what such a student body represents, coming as it does from ninety-seven of the hundred counties of the State, and from almost every type of home to be found within the borders of North Carolina, he is struck by the fact that the campus is literally a cross-section of the State; that what the State will be and think in a few years will be in no small measure determined by what the campus is and thinks today. Enlarged opportunities for such a student body are the finest sort of investment.

INTERNAL PROBLEMS

The existence of such a large and rapidly increasing student body creates many problems. Unity of spirit, which comes naturally in a small college where men know each other well, becomes obviously more difficult as size increases. We have in this respect the fine advantage that so many of our men live in dormitories on the campus, where contacts with their fellows are constant and free. The handicap due to the lack of a daily meeting place for the college has been removed by the renovation of Memorial Hall, and the Graham Memorial Building will furnish a unifying influence whose importance cannot be overestimated.

Provision for social and recreational needs are a legitimate and important part of any educational program. Well-rounded men are made through contacts with their fellows, as well as by books and lectures. They are made, too, through the upbuilding of healthy bodies, which involves provision for regular and proper exercise. A larger gymnasium, more tennis courts, more space for general athletic purposes, are among our pressing needs.

Entering classes that constantly grow in size demand consideration of how they may be more effectively assimilated. The transition from school to college, with its greater freedom, its different methods of study, is often abrupt, and the first-year man must be helped and guided. The University, in common with the other member colleges of the South, has recently adopted the regulations of the Southern Association of Colleges and Secondary Schools, that hold eligible for admission only men who offer fifteen units of work and are graduates of a four-year high school, or have done equivalent work. Such a course is, I think, wise; and higher standards for admission should be insisted on as rapidly as the forward movement of the public high schools justifies. But with these schools the University cannot lose touch, nor can better preparation alone be depended on to solve the problems. The real question is how stimulating contacts with the first-year men can most advantageously be multiplied, in and out of the classroom. Groups of the faculty are now at work on this problem from different angles. It is worthy of serious consideration whether a separate administrative organization should not be built up for these students, and whether, when dormitory facilities are more adequate, they might not well be required to spend their first year, at least, in dormitories on the campus.

I need not multiply illustrations; what I am most concerned to say is that the University is seriously trying to take stock of itself in terms of the new and rapidly growing demands upon it, and to plan intelligently for its future. A state university has definite responsibilities and obligations which must influence its work and its aims. It cannot, as institutions of higher education on other types of foundations are already doing here and there, restrict the number and type of its entering students, and specialize in this or that field of knowledge. It must from its very nature be inclusive, open to all who are worthy and who are prepared to do its work. A very large university with this inclusiveness about it tends, unless careful thought is taken, to become a labyrinth through which a student wanders with no guiding thread; a maze of specialized departments that have little consciousness of a common purpose. We are not yet a very large university, as institutions go; and therefore, while there is yet time, we should take thought as to how we may best define our aims and correlate our work.

I mean this in no superficial sense; for the time is at hand, I truly believe, when colleges and universities throughout the country must assay themselves, and attempt to evolve a consistent philosophy as to the part they ought to play in twentieth century civilization. That it will be a different part, and a greater part, than they have played heretofore, fine as their achievements have been, is my confident expectation.

The immensity of the forward step which the University has been enabled to take since my report to you a year ago is, I know, a source of keen gratification to you. Problems we have, but they are problems of growth, to be worked out in an atmosphere of courage and confidence, of hearty cooperation on the part of student body and faculty. We face our future with

hope and with ample assurance that, so long as we shall do our task worthily, ample opportunity for service will be ours. What the State has done since a year ago has proved a challenge to the entire South. State by state, they will follow North Carolina's leadership in her splendid investment in future citizenship. Already the action of last year's legislature has paved the way for an educational reawakening in other states; from it I believe we shall date an epoch in the history of higher education in the South.

For your part in what has been done I can offer no adequate thanks. Your understanding sympathy, your cordial cooperation, your aggressive leadership in the University's cause have made us all your lasting debtors.

H. W. CHASE.

Report of the Registrar

To the President of the University:

I beg to submit herewith my report for the year ending November 30, 1921.

In the winter and spring terms of 1921, as usual, we had new registrations in all departments of the University—to the number of one hundred twenty-one. Our total for the session, including twenty-one taking college work by correspondence, was thus raised to 2005 instead of 1884 as it was given in my last report.

At the Commencement exercises held on June 15, 1921, degrees in course were conferred upon 173 persons and honorary degrees upon four persons. In the table below is shown the distribution of degrees in course for the past five years. The numbers for 1918 and 1919 show the effect of the departure of so many of our students for Military and Naval service.

Degrees	*1917*	*1918*	*1919*	*1920*	*1921*
A. B.	99	68	46	87	91
S. B. (Technical)	20	14	20	29	27
S. B. (Commerce)	0	0	0	0	12
A. B.-LL. B.	4	2	2	1	2
LL. B.	11	1	4	7	3
Ph. G.	3	9	1	9	9
Ph. C.	0	0	1	1	1
P. D.	0	1	0	0	0
A. M.	16	7	7	17	25
S. M.	2	0	1	3	1
Ph. D.	0	1	2	0	2
Totals	155	103	84	154	173

In 1920 we find practically the same number receiving degrees as in 1917 and in 1921 we surpass any previous record.

Next we give tables showing for a period of five years the enrollment by schools, undergraduate classes, and departments of instruction.

ENROLLMENT BY SCHOOLS

Year	*Under-graduates*	*Graduates*	*Law*	*Medicine*	*Pharmacy*	*Summer School Credit Work*	*Corres-pondence Work*	**Total*
1917–'18	690	25	57	57	26	275	0	1130
1918–'19	985	29	52	55	35	213	0	1369
1919–'20	1094	40	168	64	59	352	0	1777
1920–'21	1179	73	155	72	68	437	21	2005
Present	1273	60	152	82	69	484	45	2165

*Including students in the Summer School who were not pursuing courses for college or University credit the totals become 1656, 1774, 2346, 2714, and 2771.

UNDERGRADUATES BY CLASSES

Year	*Senior*	*Junior*	*Sophomore*	*Freshman*	*Special*
1917–'18	81	90	183	281	55
1918–'19	60	107	165	441	212
1919–'20	100	150	235	410	199
1920–'21	126	174	274	387	218
Present	131	197	300	456	195

**ENROLLMENT BY DEPARTMENTS

Departments	*1918–'19*	*1919–'20*	*1920–'21*	*1921(Fall)*
Accounting	133	223	189	85
Botany	127	171	297	105
Business Administration	0	0	169	47
Chemistry	1292	1337	1143	449
Civil Engineering and Drawing	513	477	509	410
Economics	513	629	719	393
Education	90	124	252	86
Electrical Engineering	417	372	441	143
English	1823	1675	1848	652
Geology	349	714	460	147
German	343	378	337	90
Greek	19	47	57	10
History and Government	940	1004	1248	580
Latin	315	294	291	78
Mathematics	1090	1170	1042	586
Music	0	32	15	9
***Philosophy	179	457	194	46
Physics	574	612	511	165
***Psychology	0	0	306	109
Romance Languages	965	1231	1804	801
Rural Economics	75	53	176	35
Sociology	0	0	57	45
Zoology	154	154	127	7

The number of women registered in the University for the present term is fifty-seven as compared with forty-seven last year and forty-one the year before. The restrictions imposed by the board of Trustees have been met with care. The present registration includes the following groups with the numbers indicated: in medicine 1, in pharmacy 3, Graduates 10, Seniors 11, Juniors 13, in lower classes 12, Public Welfare 6, Special 1. The twelve students registered as Freshmen or Sophomores are residents of Chapel Hill and admitted under a special ruling in each case.

**Numbers of 1921 are Fall term registrations: for other years they are the totals for the three terms. Many courses are given in the Winter or Spring term not in Fall term. Registrations in English, Rural Economics, Sociology, and Zoology are especially affected by this fact.

***Philosophy includes Psychology until 1920.

Next are given figures showing where our students of Freshman rank were prepared for entrance and the number of students of this rank coming from each kind of school.

	No. of Schools			*No. of Students*		
	1919	*1920*	*1921*	*1919*	*1920*	*1921*
N. C. Public Schools	134	138	166	294	299	359
N. C. Private Schools	22	16	18	51	47	71
Outside Public Schools	7	16	18	7	23	22
Outside Private Schools	20	9	20	52	34	46
Colleges and Universities	12	12	9	22	24	16

Next is given the division of Freshman students according to the general course pursued. On account of peculiar conditions incident to the World War and the S. A. T. C. figures for 1918-19 would be misleading and are omitted. The most striking feature of this table is the very rapid increase in the enrollment of students in the School of Commerce without any striking decrease in the number in other courses.

Year	*A. B.*	*S.B.i*	*S.B.ii*	*S.B.iii*	*S.B.iv*	*S B. v*	*S. B. Cem.*	*Premed.*	*Special*
1917	202	22	21	12	34	3	--------	24	7
1919	194	19	44	19	29	8	60	70	9
1920	168	6	41	9	28	3	102	60	9
1921	198	13	41	21	27	2	146	72	14

Considering the student body as a whole, again we find that 92.3 per cent are from North Carolina and 7.7 per cent are from outside the State. These figures show very little variation from year to year and indicate very clearly the fact that the institution is conducted with a view to serving North Carolina first and others afterwards.

We have students this term from every county in North Carolina except three, Graham, Mitchell, and Yancey. Counties represented by ten or more students are as follows: Alamance 26, Beaufort 15, Bertie 10, Buncombe 56, Cabarrus 24, Caldwell 15, Carteret 19, Catawba 15, Chatham 15, Chowan 10, Cleveland 20, Craven 23, Cumberland 22, Davidson 16, Duplin 14, Durham 24, Edgecombe 25, Forsyth 47, Gaston 27, Granville 18, Guilford 83, Halifax 22, Harnett 17, Haywood 10, Hoke 11, Iredell 27, Johnston 23, Lee 13, Lenoir 21, Mecklenburg 81, Montgomery 12, Nash 27, New Hanover 24, Northampton 14, Onslow 16, Orange 76, Pasquotank 11, Pitt 25, Randolph 17, Richmond 19, Roberson 23, Rockingham 19, Rowan 47, Surry 17, Union 16, Vance 20, Wake 47, Wayne 34, Wilkes 10, and Wilson 22. Guilford leads with 83, Mecklenburg follows with 81, Orange with 76, Buncombe with 56, Forsyth, Rowan, and Wake with 47 each.

Different religious bodies are represented in the following numbers: Methodist 534, Baptist 403, Presbyterian 281, Episcopal 193, Christian 46, Lutheran 46, Jewish 21, Roman Catholic 19, Reformed 12, Moravian 7, Christian Science 6, Friends 6, Congregational 4, Universalist 4, and without preference 28.

Looking at the student body with reference to the business of profession of the fathers we find the following figures: farmers 409, merchants 275, manufacturers 118, lawyers 89, physicians 89, railroad employees 68, men in public service 58, salesmen 46, ministers 44, teachers 40, dealers in real estate 39, bankers 30, dealers in insurance 24, dealers in lumber 22, contractors 21, druggists 21, mechanics 20, dealers in tobacco 19, carpenters 13, hotel managers 12, automobile salesmen 11, jewelers 11, and with numbers less than 10, editors, telephone managers, bookkeepers, dealers in live stock, millers, managers of garages, brokers, dentists, mail carriers, photographers, liverymen, painters, printers, bricklayers, day laborers, electricians, auditors, fishermen, butchers, musicians, barbers, blacksmiths, bakers, restaurant keepers, lithographers, undertakers, shipbuilders, chemists, public accountants, policemen, miners, florists, gardeners, plumbers, tailors, telegraphers, veterinary surgeons, moving picture men, draftsmen, and publishers.

We have continued our study of grades this year. Averages for the whole session of the whole undergraduate group, the different undergraduate schools, and various groups of students are given below. For 1920-21 the averages are generally somewhat better than for 1919-20 I give first the averages for the session of 1916-17 (under the old system of two terms) and for the past two sessions, dividing the undergraduates into Freshmen, upper classes, and fraternity men.

Year	*Freshmen*	*Upper Classes*	*Fraternity Men*
1916–'17	3.65	3.22	3.20
1919–'20	3.88	3.43	3.64
1920–'21	3.71	3.31	3.49

Next I give the average (year) of the whole undergraduate group and of the different schools.

	1919–'20	*1920–'21*
College of Liberal Arts	3.49	3.30
School of Applied Science (omitting S. B. in Medicine)	3.52	3.30
School of Commerce	3.86	3.80
S. B. in Medicine and Premedical	3.86	3.81
Whole Undergraduate Group	3.61	3.46

Other Interesting Groups Follow

N. C. Club (Wearers of N. C.)	3.57	3.68
The Student Council	2.72	3.15
The Campus Cabinet	3.69	3.24
U. N. C. Women's Association	2.89	2.83
Yackety Yack Board	2.80	3.01
University Magazine Board	2.40	2.70
Tar Heel Board	2.73	3.20
The Y. M. C. A. Cabinet	3.24	2.93
Musical Clubs (Combined)	3.50	3.04
Pan-Hellenic Council	2.86	3.57
Phi Beta Kappa Chapter	2.04	2.41
The Golden Fleece	2.31	2.25
Amphoterothen	2.58	2.64
Sigma Upsilon	1.98	2.84
Omega Delta	2.87	2.94
Tau Kappa Alpha	1.91	2.00
Satyrs	3.26	3.33
Gimghoul	2 87	3.67
Gorgon's Head	3.46	2.97
Minotaurs	4.40	3.97
Sheiks	--------	3.74
Order of the Grail	--------	3.36

In the work of the Registrar's office Doctor G. K. G. Henry and Miss Josephine Pritchard have continued their very efficient and helpful work. It seems certain that Doctor Henry's full time instead of part time is necessary. I recommend that he be transferred entirely to this work. The detailed work connected with records of absences from classes and chapel is so great as to require the full time of one person.

Very respectfully,
THOS. J. WILSON, Jr., Registrar.

Report of the Dean of Students

To the President of the University:

It is my duty and privilege to submit the following annual report. The past year has been one of progress in that which pertains to the Campus and to the relations of the University to the student body.

During the winter quarter, the Faculty attacked the problem of absences before and after holidays, defining such absence as neglect of duty and breach of a contract implicit in the gift and acceptance of a holiday. A reconstructed holiday schedule was presented to the students in mass meeting, their approval making the issue of good faith more obvious to all. For the man failing to live up to this contract, Executive Committee action was recommended. The result of this measure has been to decrease absences bordering in holidays from 490 last Easter to 131 during Fair Week and unexcused absences from 225 to 21. The term absence is used here to mean absence from one or more classes.

An invitation to the students to be represented at an inter-collegiate conference at Massachusetts Institute of Technology last April was accepted, and four outstanding men representing athletics, publications, student government and the combined interests of Glee Club and dramatics were elected by the Campus and sent by subscription from generous alumni. The conference was a success and the effects of our participation promise to be far-reaching. The conference was coincident with wide spread campus discussion of the honor system and self government and gave campus leaders a perspective otherwise impossible. It bids fair this year to result in a complete reorganization of our student publications. Our contribution to the conference was of scch nature as to bring repeated inquiries from sister institutions as to the methods of our student government.

From the campus discussion of student government and from a certain restlessness, the outcome of many factors, there gradually emerged a proposal from the senior class that the double responsibilities previously resting on the president of the senior class as *ex officio* of the Campus be divided and a president of the Campus be elected from the senior class by vote of all the students. This measure was adopted by vote of the entire Campus. Its wisdom has been amply justified in the fruit of its operation this past quarter. The division of work between two has given each opportunity to develop his field. The resting of the chairmanship of the Council upon the broader base of the three upper classes has given its leadership new sureness and aggressiveness. To some illustrations of this new tone I will revert later.

This adjustment of old organization to meet new conditions touched the Campus Cabinet, and that body invited the University of North Carolina Woman's Association to elect a representative to its constructive counsels.

Beside this forward looking building current has run a slight unrest, an uneasiness, some fear of the future. The constant addition of larger groups of immigrants to the campus called for new processes of assimilation. The President of the Campus joined the ranks of registration officials this last September and, assisted by his fellow councilmen, instructed entering Freshmen in groups of twenty on the nature of the honor system and their part in it. The effect of such a measure in terms of men saved from disgrace of first offense and of the elevation of the general level of citizenship challenge the imagination.

Even Memorial Hall has not been able to evade the necessities of the new campus, and by your wise foresight has been made usable and has held five times each week eleven hundred men for twenty minutes contributed to a greater depth of personal and community life. This quarter has seen the beginnings of a new chapel program, which seeks eventually to present a balanced, educational ration, drawn from matters of world and campus concern, from general cultural values together with the constant recurrence to the religious origin and end of all. A chapel choir, the weekly orchestra concerts, the presentation of labor's policy by the President of the State Federation, Dr. Green of national Chatauqua and Red Cross fame, Dr. Allen K. Foster on science and religion, Mr. Fritz Lieber on Shakespeare—these are the first fruits of the new program.

It is hard to weigh the effect of mental and spiritual forces. It would seem conservative, however, to state that the magnificent campus poise, the quick and accurate crystallization of campus opinions during the week preceding Thanksgiving, would have been impossible without the New Chapel. It has given the cheer leader, the president of the Campus, and the major student activities a renewed contract with their constituency.

In no aspect of student life has the constructive spirit been more evident than in the work of this quarter's Student Council. A body that for many years was purely disciplinary and limited its discipline to a very slowly enlarged list of definite offenses has this year undertaken to prevent breaches of the honor system by talks to Freshmen previously noted, has taken action in the matter of rushing the "Pick" and high school games on Emerson Field, has organized itself into committees to study ways of preventing theft and drunkenness, and has begun the first set of adequate records in history. The matter

of "rushing" presents the frequent puzzling blend of youthful spirits, thoughtlessness, and knavery. However, this council has rightly judged the last two elements to outweigh the first and has taken effective measures to stop such practices, and has thus established a precedent of stepping beyond a limited list of flagrant crimes to general problems of community life. This sharp, clear emergence of student initiative reminds one of the day that saw the origin of student government.

Among forces that make the future safe mention must be made of a re-organized Young Men's Christian Association under a trained leader of the finest past achievements and of a personality so wholesome and powerful that its effects are already evident. During the last half of last year the Association, without a whole time Secretary, was ably led by a member of the senior class, whose interest and ability were justification of the work on the campus of an institution which gives the undergraduate the finest training for leadership and challenges him to devote his abilities to the service of something more ennobling than petty ambition. Under present leadership, the Association has begun to join other University departments in making the campus state-wide. A "Hi-Y" Club, which will touch every member of the Freshman class and the "gospel teams" of sincere campus leaders carrying to high school boys of the State the message that a manly life is a clean one—these stand out as illustrations of a new power.

A noteworthy change in student-University relationship has followed upon the abolition of the damage fee, a thing that recognized no man as guiltless, a bet that every student would do $2.00 worth of damage in a year. Its abolition has produced a new level of student responsibility and a new record for minimum damage.

It is with mixed feelings that I review the dances of the past year. Through student initiative and the pressure of campus opinion, there has been a steady progress toward an even higher standard of personal conduct on the dance floor. However, as social occasions for genuine social pleasure the dances are as sensitive to crowded conditions as any other University activity. It is possible that we should have more frequent dances of smaller groups until more floor space shall be available. A small volunteer group is at present endeavoring to think through this situation and it is to be expected that some practicable plan will be suggested.

From student initiative has come a long needed "All-University Program Committee", a group representing twelve major activities that seek to reach all the students, organized to provide a balanced program and to prevent conflicts. A record of its work will begin with the next quarter.

It was natural that this office, new and without any model to follow, should find its place by degrees. A step more along this line has been taken this fall through your initiative in calling joint meetings of the Executive Committee, the Committee of Deans, the Registrar and the Business Manager. Following these meetings, a clear definition of responsibilities was arrived at, which should make the administration of all the offices concerned more efficient and centralize some responsibilities heretofore divided.

According to indications during this last quarter, the coming year may be characterized as the "Self-Help Year". Approximately 500 applications during the past summer for work in Swain Hall, 228 applicants interviewed by the Faculty Committee on Student employment, began what promises to be a record session. The post-bellum rush for education coincident with a falling cotton and tobacco market, has produced unprecedented results. This pressure has shoved the self-help student into new fields. A pick and shovel crew laying pipe for the University, the laundry, student janitors in class room buildings, a student sweeping the street, a candy kitchen, a shine box in the Y. M. C. A. on Saturdays—these are some of the safety valves afforded by the limited opportunities of our small village. A survey shows that approximately 85% of the students in the University this fall were at work last summer in preparation for this. I believe there is no vocation that does not appear in their replies to a questionnaire. Their earnings average $300. Approximately 25% of the entire student body is still at work during the college year. The University has a reputation for seeing a man through if he once gets to Chapel Hill. This reputation brings many here almost penniless.

A backward and a forward glance suggests that our main problems of the present and crises of the future, from the point of view of this writer, arise from the single source of growth in size. An effort to prepare for what lies just ahead would suggest several things that are probably in your plans now as evident from every office that sees the University as a whole. Those appearing to me most pressing are: multiplication of personal contracts between teacher and student, lest we lose the individual in the mass; constant repetition of all appeals to the campus and all general educational processes, lest rapid growth cut the continuity of our traditions and ideals; some dormitory provisions for social life and a central student union building, lest the unwieldiness of the class organization crash upon us before we have evolved a substitute; and more cash fellowships for self-help students in order that more of the serious, purposeful mature men of the campus be released to a greater enjoyment and participation in all class and campus functions.

Very respectfully yours,

FRANCIS F. BRADSHAW, Dean of Students.

The College of Liberal Arts

REPORT OF THE DEAN

To the President of the University:

I beg leave to submit the following report of the College of Liberal Arts for the year 1920-1921.

Since the last annual report further progress has been made in defining and putting into operation the functions of the Deans of the several schools in accordance with the plan of reorganization adopted year before last. These functions are now recognized as twofold: the maintenance and improvement of the scholastic work of the students, and the study of educational problems having to do with the curriculum, courses offered, departments, methods of instruction, needs of the school, etc. The Administrative Board is active in both matters. In the former it determines general policy within the regulations of the faculty, leaving the application and practice to the Dean; in the latter it is continuously engaged in discovering and stating the problems, in collecting data, and in seeking solutions.

In the attempt to uphold and to improve the general scholarship of students certain modifications of past practice have been made. Conferences with students concerning their work have been extended to include not only those who were delinquent and needed prodding, but also those who were successful. Students of all sorts have been encouraged to come voluntarily to discuss their problems, their interests, their purposes. The delinquent student is more or less automatically in the nature of the case brought to such interviews, while the successful student by very reason of his success has suffered too much neglect in the past. The constructive side of the work lies here, and additional ways are constantly being sought to recognize and to reward good work.

Early last year the Faculty defined attendance on classes as an integral part of the work rather than as disciplinary in character, and transferred its administration from the Executive Committee to the several Deans of the Schools. Under this plan the departments of instruction were empowered to drop students from their courses for excessive absences. A student whose schedule was reduced to one course by reason of such action was to be required by the Dean to withdraw from the University. This method has now been in force for two terms, and, although during that time a large number of students had to be dropped from one or more courses by the departments,

not a single student had to withdraw from the college on account of excessive absences. While the plan would thus seem to be operating effectively, yet one or two weaknesses have been revealed. The mere dropping of a student from a course serves only to postpone the performance of a duty rather than to impress the student with the necessity of doing a piece of work at the time it confronts him. And further, the method tends to become too automatic, inasmuch as it is far easier for an instructor simply to erase a name from his roll than to seek to discover just where the trouble lies and what its remedy is. The machinery of the plan turns out to be somewhat cumbersome, involving as it does two or three persons and two or three stages in reaching a conclusion. There would seem to be need of further study of the problem.

The Committee of Deans has enforced strictly, without a single exception, the regulation requiring a student to withdraw from the Universty for failure to pass a stated minimum of courses. That this strict enforcement is bearing fruit may be gathered from the fact that, while last year almost all students so dropped from the college made application for readmission, this year not one sought readmission; and from the further fact that, while thirty-four students were dropped at the close of the sesson 1919-1920, only eighteen were dropped at the close of the session 1920-1921. The regulation has no application until the end of a session. and these numbers take no account of those who withdrew upon advice in the middle of the session. Every effort is made to discover as early as possible those who will certainly fail in order that they may be advised to spare further waste of time and expense on their part.

The Administrative Board in a series of meetings spread over the entire session devoted its attention mainly to three topics: the operation of the elective system, the foreign language requirements, the junior-senior college plan. It seems worth while to point out the chief things learned from the discussions.

The inquiry into the operation of the elective system concerned itself with the questions of what departments are selected for concentrated study, to what extent courses in allied subjects are accepted or prescribed by such departments, and what are the most frequent combinations of major and minor subjects.

Since the present elective system went into effect the choice of a major has fallen almost exclusively, and in the order named, upon one of the three departments, English, Economics, History. That these three out of a possible choice of twenty absorb practically the whole upperclass registration is not a peculiarity of this college, but seems to be generally true of the other colleges of arts throughout

the country. It is due to a number of causes. Not only are the courses attractive in themselves, but they also cover a much wider and more varied field of study than do the more highly specialized subjects. Further, most students planning to pursue their major study in one of the departments of natural science register in the first instance in the School of Applied Science rather than in the College of Liberal Arts. Again, a few of our departments do not make an offering extensive enough to cover the requirements of a major subject. The language departments other than English occupy a peculiar position in respect of elective studies. The only gateway through which one may pass to the higher courses is that of a foreign language, and few are able to attain the requisite proficiency to enable them to get the full value of the elective courses. No criticism of language teaching is implied by this statement. The acquisition of a foreign language is at best a very slow process, even for those who have frequent opportunities to hear, to speak, and to read it; it is a very much slower process when the instruction is limited to that type only which can be given to large elementary classes, whose pace is set by those who have no aptitude whatever for language rather than by those who possess a predilection for it.

This is a limitation which will probably always operate to restrict the number of students majoring in a foreign language, since obviously it would be absurd to admit to such specialization those who were unable to handle the tool of the subject. At the same time, the service of these departments may be broadened by the introduction of courses in literature taught through the medium of English translations and intended to supplement the offerings of other departments. As matters now stand the instruction in literature as distinguished from language is almost confined to English and American literature.

From these considerations it would seem that the time is ripe for the establishment of a department of comparative literature. A beginning could be made with the appointment of one professor. It would be his task to formulate courses in general literature, to correlate the courses now offered in the several departments and capable of being used for such purposes, and to call for and to offer others not now catalogued. Among teachers of literature the view is becoming more and more widespread that the undergraduate needs acq[illegible]ce with the world's masterpieces and with the broad movements in literature rather than with matters of secondary importance which now get a more or less artificial emphasis because of departmental restriction and limitations.

This suggestion has application also to the second question of the inquiry—to what extent courses in allied subjects are accepted by the departments of major study. It seems that we have made but little progress in overcoming the pigeonhole conception of departmental work. There are a few instances of prescription of a single course in an allied subject, but they are so rare that they are hardly worthy of mention. Such a practice would seem to offer attractions to the smaller departments mentioned above, and it is certainly within the range of possibility to work out for such departments valuable combinations of courses broad enough and at the same time sufficiently specialized to put them in the group of major studies.

Following this thought the Administrative Board attempted to formulate certain suggestions for the grouping of courses beyond the limits of single departments. The plan in general contemplated the elevation of a field of study to the central position rather than a department. This would make possible the bringing together of related courses from various departments into single units having a more definite common aim and attacking a particular subject from more than one angle. From such a beginning it should be possible to build up gradually units also which, while in no sense technical or vocational, nevertheless look forward to the later professional study of law, medicine, theology, business, etc. Unfortunately little progress in this direction can be reported at this time. The chief obstacles encountered were opposition to the breaking down of departmental prescription, the lack of certain types of courses in our present offerings which would be necessary to such a scheme, and the foreign language limitation spoken of above. It should be added that a good deal of difference of opinion developed as to the wisdom of such a move.

As to the third question, the selection of minor subjects, choice of the first minor falls upon English, if Economics or History is the major, or upon Economics or History, if English is the major. The second minor is almost invariably one of the natural sciences.

A study of our foreign language requirements was prompted by several considerations: first, that there exists a gap between the language work of the high schools and that of the college so wide that in most cases it becomes necessary for the student to carry from two to four extra courses to meet the requirement; second, that there is practically no opportunity for a student to begin a foreign language without an overloading of his schedule in order to get the non-credit courses; third, that for the average student one third of the entire curriculum is devoted to language study, if the required courses in English be included in the reckoning. A comparison with other

universities reveals the fact that our total requirements (high school plus college) are generally somewhat higher than those of other state universities and either on a par with or somewhat lower than those of non-state universities. It remains true, however, of most institutions of both types that two foreign languages are deemed a part of the A. B. curriculum.

There is general agreement that these facts call for some sort of change in the requirements, but so wide is the difference of opinion as to where the remedy lies that no definite recommendations can be offered at this time. There is strong opposition to a lowering of the requirement. The proposal to retain the present amount of the requirement, but to concentrate it in one language in order to insure a more complete mastery is met with the objection that the present popular drift towards Spanish would thus be given added impulse. While it seems wise to hold Spanish in its present optional position, there would be a distinct loss of value if it were to become the only, or indeed the main medium of language training. The most promising suggestion is to allow greater flexibility in crediting the elementary courses without lowering the total requirements. Definite recommendation is postponed until the results of further study are obtained.

The evils of the credit system are too well known to require listing. The Administrative Board has made a serious attempt to find a means of eradicating the most glaring of them. One proposal which it desires to set forth for the purpose of seeking discussion rather than as a recommendation may be briefly outlined. It contemplates the following rather radical change in our present system.

1. That the principle of the junior-senior college be recognized; that the freshman and sophomore years constitute the junior college, and the junior and senior years the senior college.

2. That the junior college have a prescribed curriculum, regarded primarily as a continuation of high school; that only so much choice in courses of study be allowed as is demanded (1) by high school preparation and (2) by the goal sought in the senior college; that its work be wholly completed before admission to the senior college; that the present system of credits, compulsory attendance, etc., be continued.

3. That in the senior college the credit system, compulsory attendance on courses, restriction in the number of courses, examinations on courses, etc., be done away with; that each student be assigned to a professor in the division where his major work lies, who shall direct his study continuously throughout the period of his senior college residence, advising on reading, on courses, on more intimate

matters such as manners and personal conduct; that there be one final general examination at the conclusion of the senior college period, designed to test the fitness of the candidate for the degree; that the examination be left to a Board of Examiners constituted for the purpose, who shall determine the nature of the examination—to what extent it shall demand major and minor preparation, exact or general acquisition, whether oral or written or both, etc.,—who shall have power to recommend to departments certain types of courses deemed necessary for the preparation, who shall publish typical examinations in various fields of study, etc.

A full discussion of the proposal at this time would perhaps be premature, but it may be added that the matter has been studied in detail and that the material necessary to its consideration is available. It may further be pointed out that the plan transfers the emphasis from the poor student to the good student, that it seeks to substitute for the earning of credits the acquisition of a content of real value, that it does away with haphazard election, that it introduces into instruction the element of personal contract and guidance in place of direction by machine. The objections that so far have been offered to the plan have to do with the care of the neglectful student, the faculty participation in the plan, the difficulties of the general examinations, etc. It is believed that all these objections can be overcome.

The relative decline in the registration in the College of Liberal Arts, revealed by the registrar's report, is a phenomenon common to the universities throughout the country. It is due in large measure to the constantly multiplying departments of vocational training, which attract in ever greater numbers through their short-cuts to a profession or a business those who otherwise, as in former days, would seek first a liberal education before entering upon the specialized training. Where high schools in the past prepared for the college, they now more and more prepare for a technical course. Lack of definiteness of purpose in the college curriculum, the departmental isolation, and, locally, the foreign language requirements are contributing factors to this movement.

This tendency to shorten and hurry the period of training, to pass from the high school directly into a narrowing technical course, is surely an unwholesome one not to be encouraged by the University. For while it may be true that it is a part of the business of such an institution to provide quick training for earning a living, it is clearly also a part of its business to foster in every way possible the ideal of a training which makes of the lawyer, the doctor, the engineer, the business man, the teacher, something more than a mere

practitioner of his profession. The question is therefore one of general University policy. At the same time it should be the special concern of the College to discover and to correct such faults in its curriculum and method as serve to limit its service, and every effort should be made to give it that character and quality which will irresistibly attract to its offierings. Some of the faults have been mentioned above, and certain measures of a constructive nature are now under consideration. It is hoped that definite recommendations can be submitted in the near future.

Respectfully submitted,

GEORGE HOWE, Dean.

School of Applied Science

REPORT OF THE DEAN

To the President of the University:

I have the honor to present the following report of the work of the School of Applied Science for the year ending December 1, 1921.

The enrollment of students in the School by classes and courses to date shown in the following table:

Course	*Fresh.*	*Soph.*	*Junior*	*Senior*	*Grad.*	*Tota*
B. S. in Chemistry	14	6	7	10	10	97
B. S in Electrical Eng.	44	19	19	9	1	42
B. S in Civil Engineer'g	23	13	5	10		51
B. S. in Medicine	27	15	7	*17		66
B.S. in Geology	3	2	1	3	5	14
Premedical Students	73	67				140
Total to date						410

A Working Ideal

It should be emphasized that the courses now offered in the School of Applied Science were developed to meet the needs of our students here, and it has always been the policy of the School to build its scientific and engineering courses upon a broad basis of fundamental studies, which shall include as much cultural work as may be consistent with the absolutely necessary training in more technical lines within a four-year (or, in the case of the Medical degree course, a five-year) period.

This ideal has been excellently expressed by President Ernest Fox Nichols, of the Massachusetts Institute of Technology, in his inaugural address:

"Engineers have, surely, the same broad, educational rights and responsibilities as other professional and non-professional men, yet, amid the growing complexities and perplexities of technical education there has been, and is, a steady and strong temptation to introduce more detailed technical courses at the expense of other background building studies. This temptation, weighty as are the arguments for yielding to it, must nevertheless be steadily and firmly resisted. The problem of modern technical education is indeed most intricate and difficult, but other solutions must be earnestly sought, for we cannot afford to sacrifice the breadth of a man to create a too narrowly efficient machine."

*Includes all students now in the first and second year of the Medical School who expect to obtain the degree of Bachelor of Science in Medicine.

One of the possible solutions which has been proposed is to lengthen the engineering degree course to five or even six years. This is being tried elsewhere, and the results are being watched with interest. It may be that this plan will have to be seriously considered here at no distant date.

Work of the Departments

Two of our departments are still carrying on their work under especially grave handicaps—Chemistry and Geology—and it is difficult to see how, with the inevitable increase in the numbers of our students, they can possibly meet the demands made upon them unless relief is speedily afforded.

Professor Bell, head of the department of Chemistry, reports as follows: "The demands on the department are becoming greater each year. It is now proposed that students in Pharmacy be required to take Chemistry 44, a course now required only of pre-medical students. It is also proposed by the departments of Electrical and Civil Engineering that their freshmen continue Chemistry in the Spring term. The work desired by these departments would include qualitative and quantitative analysis, a half-course in each. If this is approved by the School of Applied Science it will add about fifty students in analytical Chemistry.

"It is fortunate that the above course is proposed for the Spring quarter, as no laboratory space would be available in the Fall and Winter quarters. If the course is approved, no further additions of laboratory courses are possible, and it appears that in the courses offered we shall be compelled to limit the numbers registering. With the growth in the classes in Chemistry it becomes increasingly difficult to find enough working places and suitable schedule hours. This latter difficulty is caused in part by the present custom of scheduling the greater part of laboratory work in the afternoons, and consequently of scheduling the lecture classes in the morning hours. The results are that laboratories are overcrowded in the afternoon and that lecture rooms are in too great demand in the morning. At present we have great difficulty in arranging certain experimental lectures, because the lecture room is occupied in the hour just preceding, and where several experimental lectures are held in succeeding hours the confusion is great.

"The congestion is now so serious that one lecture class must be held in a laboratory. Several of the classes have grown so large that the big lecture room is the only one we have sufficient to hold them, and one of our classes has for some years been so large as to require division into two sections for lectures.

"The overcrowded condition of our laboratories is evidenced by recalling the fact that seventy-six desks were originally provided for ele-

mentary chemistry, a class that now numbers three hundred. By shifting a class in organic Chemistry over to Caldwell Hall we can now accommodate a hundred at one time. There are therefore three laboratory sections of elementary Chemistry.

"The laboratories are very badly ventilated; the lack of artifical ventilation by fans and by hoods now causes some cases of illness, especially on the days when chlorine and hydrogen sulfide are studied. I fear that if serious results followed as a result of bad ventilation, the University might with justice be held negligent. The class in Chemistry 31 exceeds the capacity of the room, so that the course is now given in the Fall quarter six days a week, and again in the Spring quarter six days a week. In the Winter quarter the the room is occupied by another class, Chemistry 44, of which two sections were held last year, as the room would not hold the class at one meeting.

"This year we have had difficulty also in finding working places for advanced students. There are now about twenty men, seniors and graduate students, who have research under way. We are certain that the success which our graduates have met is attributable in large measure to the experience which they have had in attacking a research problem here under the direction of a member of the faculty. We anticipate that this group will increase in number again next year and that the problem of finding working space will become even more acute.

"This past year there was graduated a larger class than ever before, and at a time when the chemical industries were at a low ebb and were discharging professional employees. Some chemical laboratories connected with industrial concerns went out of existence, and others were reduced as much as ninety per cent. It is a matter of some gratification that all our graduates were placed within a short time after graduation, and of the men who had previously gone out from the University we have heard of but one who was thrown out of employment. In the drastic selection which went on in the reduction of laboratory personnel our graduates appear to have made such good records that they were retained in their positions."

Dr. Bell also makes plain that if it were not for the quarter system it would be utterly impossible to provide instruction for so many classes and laboratory sections—an advantage which is not sufficiently appreciated. The points which he makes as to excessively crowded conditions, defective ventilation, the difficulty in arranging for experimental lectures, and the continually increasing overload on the department is equally true of the department of Geology, which continues to labor, as it has done for years, under great disadvantages. The need for a new building for Geology is so well recognized that it requires

no further argument, and it is greatly to be hoped that it will be put on the building program of the University, with a new or greatly enlarged building for Chemistry, at the earliest moment possible.

The necessity of providing rooms for these and other crowded departments of course puts unusual pressure on departments which could otherwise do their work under more favorable conditions. This difficulty will of course gradually diminish as the proposed new class room buildings are erected.

The work of all the departments, in spite of too limited equipment and personnel in some cases, is, we believe, more efficient and satisfactory than ever before. The opening of the new library in Phillips Hall, in charge of a librarian, marks a real epoch in the history of the School, as it provides its students with one of the best engineering libraries, if not the best, in the South.

Professor Braune, our new head of the department of Civil Engineering, reports in part as follows:

"I believe our enrollment can be increased considerably for the next session and the following years if we will make known to the high school graduates and the graduates of the colleges of the state the excellent facilities we have at the University for a strong technical training in the Engineering sciences.

"Students who wish to major in Highway or Sanitary Engineering will have an excellent opportunity to get this training through contact with the Highway Commission, and with the Sanitary Department of the State Board of Health.

"Our program of studies for the Civil Engineering degree has been rearranged with the idea in view of giving a broad technical training during the four years of undergraduate study, and in addition a certain amount of cultural study, so as to avoid as much as possible a purely technical program. English, for instance, will be given throughout the four years. One of the complaints against engineering education today is the narrow technical training that is being given to engineering students.

"The department of Drawing has been transferred from the department of Mathematics to the department of Civil Engineering.

"By the Spring of 1922 the Highway and Sanitary laboratories will be adequately equipped, which will enable us to give the students a good fundamental training in laboratory methods, and also place at the disposal of the Highway Commission and the Sanitary Department of the State Board of Health well-fitted laboratories where problems involving scientific research may be solved."

The Administrative Board

The Administrative Board of the School has functioned well and steadily. At present it is composed of Professors Cobb, representing Geology; Henderson, Mathematics; Bell, Chemistry; Braune, Civil Engineering; Daggett, Electrical Engineering; Manning, the Medical School; Towles, Modern Languages; Hibbard, English; the Registrar, with the undersigned, representing Physics, as Chairman.

The Board has discussed and adopted certain proposed changes in the curricula of the School, especially in the Civil Engineering course, which we are sure will make for great improvement. New methods of teaching English to engineering students, and various new courses have also been approved.

Personal Notes

Professor Collier Cobb, after a year spent in studying certain features of harbor and shore line development in Japan, China, Siberia, and South America, is back again in charge of the work of the department of Geology.

Professor Gustav Maurice Braune, for the past nine years connected with the University of Cincinnati, where he became Professor of Civil Engineering and head of the department, transferred on August 1st last to this University with the same title. He received his technical training at the Washington and Lee University and the Royal Polytechnic Institute, Dresden, obtaining the degree of Civil Engineer (Dipl. Ing.) at the latter institution in 1895. From 1896 to 1912 he was engaged in practical engineering practice.

Professor H. F. Janda joined our teaching staff on September 1st as Associate Professor of Civil Engineering. He received his scientific training at the University of Wisconsin, where he received the Master's degree in Civil Engineering in 1916. His graduate work there consisted in the study of bituminous road materials, and his practical training and experience has been in highway and municipal engineering. He comes to us after five years of experience in teaching in the University of Cincinnati, where he was Assistant Professor of Civil Engineering.

Professor Frank Carl Vilbrandt assumed his duties here this Fall as Associate Professor of Industrial Chemistry. After taking the degrees of B. A. and M. A. at the Ohio State University he served successively as Chemist of the United States Bureau of Standards, Washington; Assistant in General Chemistry and Analytical Chemistry, and Instructor in Industrial Chemistry, Ohio State University, where he was awarded the degree of Ph. D. in 1919.

Professor H. B. Anderson began his work here this Fall as Associate Professor of Pathology. A graduate of Wofford College, he obtained

the degree of M. D. from Jefferson Medical College in 1817, since which time he has been with the Pennsylvania Hospital as Interne, Resident Pathologist, Acting Director, and finally Director of the Ayer Laboratories in that Hospital.

Mr. J. Fenton Daugherty, a graduate of Dickerson College, was appointed Instructor in Physics this year.

Mr. S. C. Smith, M. A., of Guilford College, and one of our graduate students last year, has been appointed Instructor in Chemistry, and Messrs E. W. Constable, H. D. Crockford and F. P. Brooks have received appointments as Teaching Fellows in Chemistry.

Of our recent graduates, Dr. I. W. Smithey, who received his Doctor's degree here last June, has assumed his duties as Associate Professor of Chemistry at the University of West Virginia; C. R. Harris has been appointed Instructor in Chemistry at Tulane University; P. R. Dawson, Teaching Fellow here last year, has accepted an appointment as Biochemist in the Bureau of Plant Industry, Washington, and S. C. Ogburn, Jr., has received an appointment as Instructor in Chemistry at Washington and Lee University.

Summary

The special needs of the School at this time may be thus summarized:

1. A building for Geology.

2. A great enlargement of the present Chemistry building, or preferably a new building for Chemistry built on modern plans.

3. Completion of Phillips Hall by providing window shades, making needed repairs to the plumbing, arranging for a better supply of gas, and repainting certain parts.

4. Equipment for a workshop in Phillips Hall, in charge of a trained mechanician.

5. A modern X-Ray outfit, to be installed at the Infirmary, Medical School or in Phillips Hall, as may seem best.

6. Telephones in the offices of the departments in Phillips Hall and elsewhere on the Campus.

7. Better provision for ventilating certain laboratories on the Campus by forced draught.

8. Provision for instruction in Architecture and in Forestry.

9. More thorough advertising of the advantages offered by the School of Applied Science.

Respectfully submitted,

A. H. PATTERSON, Dean.

School of Commerce

REPORT OF THE DEAN

To the President of the University:

I beg to submit the third annual report of the School of Commerce.

It is a genuine source of regret that I must express the opinion that the growth of the School since its establishment has been altogether too rapid for consolidating results and adjusting the instruction to meet the needs of the students. The burden of handling the unexpected numbers has absorbed energy that should have been devoted to a more careful study of the curriculum methods of work, and efficiency of the personnel of the staff in terms of student interest and development. There can be no doubt that the quality of instruction and the personal contact between teachers and students have suffered in the crowding of classes. Increase in numbers has also necessitated creating new sections of certain courses and has thus prevented greater variety in subjects offered.

This growth is indicated in the registration for the three years since the opening of the School.

	1919	*1920*	*1921*
Graduates			3
Fourth Year	1	13	34
Third Year	20	37	42
Second Year	54	74	90
First Year	63	109	163
Specials	12	13	26
Totals	150	246	358

The rate of increase, it will be observed, was 64% last year and 45% this year.

The general congestion throughout the University has prevented the School from having adequate physical quarters in which to carry on its activities. This has not only handicapped the efficiency of the work of instruction and prevented personal conferences with students, but has made it impossible to develop a school morale. This is indeed serious, as it will require several years of operation in adequate and unified quarters to overcome the absence of it, to which the students have become more or less accustomed.

The large number of first year students who fail to make good in their work should receive careful consideration. Two causes seem

to be evident—there propably are others: faulty preparation both in basic knowledge and methods of work, and a lack of close and regular contact with the teachers during the first year. A large percentage of the Freshmen do not know how to study on their own initiative, and this, together with lax habits of application, especially during the first part of each term, leads to disaster. Not only is this unfortunate as a general consideration, but it is of peculiar importance in training for a business career. There can be little doubt that habits of work and attitude toward tasks have quite as much to do with success in business as knowledge of the nature of the industrial order and familiarity with its methods. It is of prime importance, then, that strict standards be adhered to in this aspet of our obligation. I would recommend that the administrative board of the School be authorized to establish more rigid requirements in harmony with this view. It is the veriest betrayal of a student to allow him to continue a course of business training if his habits of work and general attitude are such as to make his failure in that field practically certain.

The School has undertaken during the past year a survey of the business resources of the State. Members of the staff and advanced students, working in cooperation with the United States Bureau of Education, are carrying on this investigation. In connection with this, a beginning is being made on an intensive analysis of the Durham trade area. It promises to open up rich possibilities in field research.

Through the Extension Bureau the members of the staff are iniatiating and industrial service for the business enterprises of the State, consisting of lectures, reading lists, bulletins on special problems in business, advice on specific questions submitted for consideration, and publicity of the industrial opportunities in the State. An enlargement of this work seems desirable from every standpoint, and its only limit should be the amount of time available for it without undermining the intra-mural work of the staff.

In this connection should be mentioned the growing demand for regularly organized and accredited extension classes. It is not necessary to point out the great need of instruction in business subjects for young people who by choice or by force of circumstance have gone into business without a broad knowledge of the interdependencies among the various parts of our industrial system or any understanding of the fundamental principles and subtle forces which are involved in the administration of business enterprises. Requests are coming in for the organization of such classes in near-by industrial centers. We are anxious to respond if provision can be made for the

extra teaching force required. This will force an answer to the question whether our obligation is not equally as great to these who cannot come here to the campus as to those who do.

At the opening this year two new men were added to our staff: Dr. Claudius T. Murchison, formerly of New York University, as Associate Professor of Business Economics, to have charge of Banking and Business Statistics, and Dr. Homer Hoyt, recently with the War Trade Board and the American Telephone and Telegraph Company, as Associate Professor of Economics to give the work in Business Law and Advanced Economic Theory. Both of these men are entering upon their duties with earnestness and effectiveness. I wish to acknowledge at this point the devotion and support of all the members of the staff.

The following fields should be provided for in the expansion of our staff for next year: (1) Marketing, Salesmanship and Advertising; (2) Transportation, Foreign Trade and Shipping. An instructor in accounting will also be needed. This man might devote a part of his time to extension teaching. After conference with the Geology Department, it is clear that our present Freshman Class of over 150 will require all the time of one teacher of Industrial and Commercial Geography. Without complaining of the quality of the present instruction, a clear gain would result from the appointment of a specialist in this field to take charge of this very vital work. This should be done, if possible, at the opening of the Winter quarter 1922, but certainly not later than the Fall quarter.

The prospect of new and more commodious quarters for our work in the near future heartens us, and challenges larger and more effective performance. In concluding this report, I would not forget the additional duty of the School of Commerce to serve in throwing whatever light it may upon the problems of the University's own business administration.

Respectfully submitted,

DUDLEY D. CARROLL, Dean.

Graduate School

REPORT OF THE DEAN

To the President of the University:

I submit herewith my report for the current academic year.

The registration in the Graduate School to date is 163. Fourteen states are represented in this registration, thus indicating the growing influence of the work that we are doing. The students hold first degrees from thirty-three colleges. A considerable number already have received the Master's degree, here or elsewhere. It is matter for encouragement that sixty-eight students have had at least one year of graduate training prior to the present year. The presence of so many second and third year students is an influence that is making itself felt. Such a proportion of students committed to an extended course of advanced work is deeply significant. To this should be added the fact that of the first-year men many have already signified their intention of continuing their studies beyond this year.

To secure a student body made up in large part of men and women who look upon graduate training in the same way as preparation for law or medicine, and who are therefore willing to remain here several years, is necessary to growth and power. This means finding superior students and holding them. They may be held only if they find here men competent to direct their studies, are given certain necessary material advantages, such as laboratory and library facilities of the first rank, together with proper living conditions, and are above all inspired by a vision of what scholarship means and of its opportunities for service.

In all three of these requirements definite progress has been made during the past year. Several departments have added to their staffs professors widely known for research in important branches of learning. We are at present in a position to offer work leading to the doctorate in a considerable number of fields. The library has been greatly strengthened by reason of the increased appropriations, and is in the way of becoming the research library that we need. Several laboratories, notably those of pharmacology, psychology, and the engineer sciences, have been notably improved. If we can maintain this rate of progress in the development of the graduate faculty, the library, and the laboratories, we shall soon be able to take a commanding position among research institutions.

As to the third of the essentials, the vision of the meaning of scholarship, and of its opportunities for service, evidences of vigor and growth are not lacking. The second annual bulletin of Research in Progress, covering the year ending July first, contains sixty-six pages. In it are abstracts of monographs contributed by members of the faculty to learned journals, abstracts of problems in process of investigation, and abstracts of dissertations presented by candidates for higher degrees. Ninety-three names appear in connection with these various problems, and there are seventy-four abstracts varying from a few lines to two pages in length. By this means one is able to get a clear view of the wide range of research activities at the University, to find out what men in various departments are doing and to add to his bibliography notes on work being done in fields in which he is interested. The inclusion of abstracts of theses is of value to students, who know that their work is not to be buried in some pigeon hole, but is to appear, in brief form, in a bulletin sent to all parts of the United States. This publicity is a useful thing, also, as a stimulus to thorough work. If a thesis is poorly done, the abstract will show its faults. We may expect improvement in the Master's theses as a result.

Several other universities publish titles of monographs and dissertations. If the plan of printing abstracts of such work could be extended, the gain to research would be immense. By such means men in every part of the country would be able to gain a view of the work being done in their special fields to an extent not now possible.

In addition to the Research Bulletin, the three learned publications of the University afford opportunity for making known the results of work done here. *Studies in Philology* is now on a subscription basis, and its list of subscribers is constantly increasing. Evidences of the appreciation of leading scholars in this country and abroad are abundant, and some of the greatest names in America in the field of language and literature appear in the table of contents of the volume completed in October. The *Journal of the Elisha Mitchell Society* gives evidence of the high value of the work in science being done here. The *Sprunt Monographs*, limited to state history, are a valuable adjunct to the work of the Historical Commission. While it is not wise to extend unduly our list of publications, there is great need that we should establish at an early date a quarterly journal of research in the economic and social sciences. Such a journal would instantly find an audience not only among scholars but among business men and progressive citizens generally, and it would contribute in many practical ways to the life and

prosperity of the State. I suggest that steps looking to the establishment of such a journal be taken in the near future, and that provision for its financial support be made in the next budget. Such a journal could count upon a paid subscription list from the start, and would soon become nearly or quite self-supporting.

The Research Fund

The establishment, through the far-sightedness of the President and Trustees, of the thousand dollar fund for the encouragement of research, marks an epoch. This fund, which became available for the year beginning last September, is handled by the Administrative Board in its capacity of a research committee. The Board decided that for the first year preference should be given to a number of projects involving small sums rather than to more extensive investigations. Applications for sums ranging from ten to a hundred dollars have been approved. By the terms of the grant, supplemented by rules adopted by the Board and published in the last issue of the Research Bulletin, money is not appropriated for library and laboratory equipment that should be acquired through departmental budgets, or for employment of assistants. Other expenses involved in an investigation in which a member of the faculty is engaged may be met by appropriation from the fund. A formal report of the progress of the investigation is expected in June of each year, and abstracts will be published in the next Research Bulletin. Grants already made cover such expenditures as the purchase of material for scientific projects; payment for a search to be made in certain European libraries; a payment towards the cost of the plates used to illustrate a monograph; the establishment of a temporary experiment station for field investigation in biology; provision for an investigation in sewage disposal, and the like. The recognition of the principle that it is a proper function of the University to encourage the research of members of the staff through allowances for necessary expense is far more important, in its effect upon the faculty, than the money actually received. Research becomes a legitimate and honored part of a man's service to the University, not something to be done at odd times and often at severe financial sacrifice. Furthermore, the establishment of this fund opens the way for further additions through grants from outside sources. We have had a number of such grants in the past, and during the present year a member of the faculty has been given $500 by the American Academy of Arts and Sciences for a scientific investigation in which that organization is interested. Closely analogous, also, is the increasing cooperation between members of the University and various state

agencies. The Department of Civil Engineering has recently undertaken certain researches in behalf of the State Highway Commission, a graduate fellowship being made available for the work. It is expected that such cooperation between University research agencies and various state commissions will increase during the coming years.

The Teaching Fellowships

We have at present twenty-two teaching fellowships, each paying $500. Next year two additional fellowships become available. It is felt that we should not go beyond this number of appointments in which a certain amount of teaching is expected of incumbents. Of the twenty-two men appointed this year, twelve received their first degrees at this University; of the other men, five come from other North Carolina colleges, two from Georgia, and one each from Missouri, Wisconsin, and Kentucky. The fellowships this year are assigned to the departments of Botany, Chemistry. Economics, Education, Engineering, English, Geology, History, Mathematics, Psychology, and Sociology.

It is very necessary that our fund for fellowships and scholarships be materially increased. For one thing, there are no fellowships available for women. There are relatively few women in the Graduate School, but they do work of excellent quality, and we expect their number to increase. Financial aid for able women students is as necessary, and as repaying, as for men. Again, we have no appointments for which no return in service is expected. While much is to be said in behalf in the teaching fellowships from the standpoint of their value as means of securing some experience in college teaching under capable supervision, the fact remains that holders of these appointments find their time for study materially cut down. A series of fellowships with stipends of from $300 to $500 should be established, the awards being limited, as a rule, to students who have done at least one year's work with us and are proceeding to the doctorate. The entire time of these students should be devoted to advanced study. In some cases, holders of such appointments might be assigned special research in behalf of some industry, or for a state commission. Funds for such fellowships may well come from some source outside the regular income of the University. Persons desirous of establishing a worthy memorial to an alumnus or a friend or a member of their family might bear in mind the opportunity to found one or more memorial fellowships or scholarships. There is no nobler form of memorial than one which will enable some gifted student to go on with research. Results of the highest value to humanity might

well follow upon such a foundation, blessing the generations yet to come and insuring an immortality of service. We need also loan funds available for graduate students. A considerable number of our students are here at great financial sacrifice. They have completed what the world is apt to call their education. The pressure to engage at once in gainful occupation is often almost overwhelming. Yet in many cases a term of one to three years in advanced study would mean to an ambitious youth the difference between an occupation and a career. For all these purposes—aid to women graduates, fellowships and scholarships for second and third year men of exceptional promise, and loan funds—we need considerable sums of money, and we need these sums now, not ten or twenty years hence.

The Graduate Club

The hopes I expressed a year ago for the newly organized Graduate Club have been abundantly justified by its record. Last year seven meetings were held, all largely attended by students and faculty. The general subject of the meetings was the scope and method of research in widely separated fields. The purpose was to break down some of the isolation in which professors and advanced students in a limited field find themselves, and to discover, if possible, some principles of research applicable to all departments. To this end, the informal talks presented, as a rule, some problem in which the speaker was at that time personally interested, not from the standpoint of a piece of completed research but as an investigation actually in progress and developed, so far as possible, in the presence of the group. Abstracts of these meetings will be found in the Research Bulletin, but no abstract can do justice to the method that was employed. Students were thus made to feel that research is a living thing, not a matter of printed pages or the accumulation of facts at second hand. And this series of meetings in which students and teachers in various fields met on common ground contributed more than any other possible agency to the realization of the Graduate School as a professional school analogous to the schools of law and medicine. During the present year the meetings are in charge of the committees described below, the general theme being the discussion of certain problems connected with advanced study in which both teachers and students are concerned.

The Five Committees

As a further means of realizing the meaning of our Graduate School the Administrative Board is this year enjoying the benefit of the cooperation and advice of a considerable number of members of the

School, both teachers and students. Five committees, appointed by the Board under the authorization of the Graduate Club, are at work upon some of the immediate problems of the School. These committees are relatively large, averaging twelve men each, two or three of whom are graduate students of more than one year's standing. Each committee is divided into smaller groups for purposes of economy and division of work. Meetings of the Graduate Club during the year are to be conducted by these committees, the plan being to present, at each meeting, a preliminary report on two or three matters in the field covered by the committee, with opportunity for general discussion. In this way each problem is brought to the attention not merely of the committee but of the entire School. It is felt that the development of the Graduate School is a matter of co-operation rather than administration.

Committee A, of which Professor J. M. Bell is chairman, is studying research methods in undergraduate classes. Elementary research, or such student work as is calculated to develop initiative and some sense of research technique, is one aspect of the work. It is concerned also with the important problem of the proper guidance to be given to students who display high gifts. In this respect its work touches that of the college. It is a matter of common observation that the mediocre student is apt to get a larger share of a teacher's time than the brilliant man who seems quite capable of going on by himself. The temptation to direct instruction towards the average or the poor student brings down the pace of the class, with the result that the able student does not have enough to do. Hence the temptation to loaf, or to find more work through registering for too many courses. The brilliant student may thus become either an idler or a smatterer. To find the brilliant student as early in his undergraduate course as possible; to make full use of his ability to superior work, and, where occasion offers, to encourage him to take a different view of a course from the conventional idea that it is a milestone to be passed and forgotten, are matters in which both Graduate School and the college find common interest. From another point of view, it is certain that much time may be saved by a student who looks forward to graduate work if he can learn something of the method of research in the field of his undergraduate major, and is given a broader idea of this field and of the problems than the average student, dependent on course credits alone, usually secures.

Committee B, of which Professor George Howe is chairman, is at work upon some proposed modifications of the Master of Arts degree. It is becoming increasingly difficult for a man to complete our requirements for this degree in one year, unless he has had unusually good

undergraduate training. At present the thesis is insisted upon as a piece of elementary research and as a means for developing research technique. There is also a fairly rigid set of comprehensive examinations, one written and one oral, in addition to the requirement of nine courses completed with honor grades. Committee B has under consideration not only our present type of degree but certain proposals looking to greater flexibility in the requirements to meet the needs of various students. The relations between the Master's degree and the doctorate; the possibility of recognizing creative work, such as the writing of a drama, as a substitute for the thesis; the providing of a special type of degree for those who are preparing for secondary and elementary college teaching, are examples of the problems that the committee has in hand.

Committee C, of which Professor J. F. Royster is chairman, is studying the relation between research and teaching. The question has a practical bearing upon some problems that have arisen in our faculty, and affects also such proposals as one for the establishment of research divisions in certain fields. From a somewhat different angle, definitions of research and teaching are needed, and an inquiry as to whether there is any necessary hostility between the two forms of activity. In many cases, especially among young scholars, research is regarded primarily as a means for winning promotion, or as something quite apart from teaching. Older men, established in position, are sometimes apt to speak of teaching as one thing, their "own work" as another. Or, they let research go, preferring to be merely teachers. Or, they are hostile to it, even letting this hostility be seen in the class room, to the discouragement of young men who might win distinction in some field of investigaton. The research man, too, is apt to alienate sympathy by a sort of academic pharisaism. The reconciliation between research and teaching, therefore, becomes analogous to the famous political problem of the reconciliation of government and liberty.

Committee D is making a survey of special research fields in which this University may hope to do outstanding work. Professor R. D. W. Connor is the chairman. There are certain forms of investigation proper to this University as a state institution, and also certain fields that belong to our situation, involving research that can be done better here than at Harvard or Columbia. The committee will survey such work so far as it has already been accomplished or may be in progress, and it will point out unoccupied fields that we ought to cover, with practical suggestions as to ways and means. The relation of research to the prosperity and growth of the state will come under its province.

The fifth committee, of which Professor Daggett is chairman, is devoted to Graduate School extension. This is not limited to publicity, but includes a study of the advantages and disadvantages due to our location, the publications necessary to the extension of our work, the province and feasibility of a University Press, and a division of educational relations. "Extension" means not merely extension of our own influence; whatever can be done, throughout the South, to stimulate advanced work, is part of our field of service.

Realizing the Graduate School

It will be seen, from what I have said concerning the work of the Graduate Club last year and from the outline of the program of the five committees, that we are giving our first attention to an attempt to *realize* our Graduate School. We are trying to see it clearly, its place in the structure of the University, its relation to the advancement of learning, and its relation to the life of the state. We approach this task not from any feeling that the past history of research at the University gives cause for regret, and least of all from any feeling that reforms are necessary. It is rather with a sense of responsibility for carrying on work already under way, with only such changes as befit the greater University that is in building. The new elements, I think, are the increased sense of the need for grater cooperation among all the provinces of learning, a need taught us by the war, and an increased sense of the relation between research and American life, also born of the war. The research fund, for aid to investigation carried on by members of the faculty; the increased library and laboratory appropriations, for the benefit of both faculty and students; and the twenty-four fellowships for the benefit of young men of promise, are other steps in the same direction, that of self-realization of the Graduate School. We have paid no particular attention to registration or to attempts to increase the number of students. That increase will come when we are ready, spiritually and physically. We need, for example, a graduate dormitory. A dormitory could be filled with graduate students now, if we had it. The need will become more acute with every passing year. Besides the sheer necessity of providing living accommodations, we have to take into account the fact that a graduate dormitory, as a center of the life of men who are carrying on advanced work, would help more than any other material agency to win this sense of personality as of a professional school. At present, the graduate students are lost in the mass of students in a dozen schools. Yet they should be a vital campus influence. They are men of high ideals and gifts. They have dedicated themselves, as to a divine

calling. Some of them are teaching elementary students. All of them are interested, or are capable of being interested, in the undergraduate colleges and schools in a way that no one on the campus, outside the faculty, is interested. They are also students, with a more mature view. They are, or should be, the connecting link between undergraduates and the faculty. Expense, trouble, time, anything that can help them to realize their possibilities of service, will be returned a hundred fold to the University.

The Invisible College

The early form of the Royal Society, the group formed in 1645, was called "the invisible college." This was forty years after the publication of Bacon's survey, in which be pointed out the deficiences in the universities of his own time, chiefly because of ther neglect of the "proficience and advancement of learning." In 1669, nearly a century after Sir Humphrey Gilbert had drawn up his plan for "Queen Elizabeth's Achademy," an institution to be devoted to research and to preparation for the service of the state, the Royal Society was attacked as "an underminer of the Universities." Thus the new spirit of scientific investigation in the seventeenth century, like the classical humanism of the fifteenth century, had to establsh itself outside the university and in the face of every form of opposition that could be brought to bear by the recognized possessors of the academic tradition. The "invisible college," without buildings or endowments, securing disciples outside the regular channels, embodying nevertheless the spirit that was destined to mould a new era in human thought, in the seventeenth century as in the fifteenth has become a symbol full of meaning.

It is a symbol especially applicable to the Graduate School. The invisible college values material equipment, but does not depend upon buildings, funds, or crowds of students. Its professors do not measure their work in terms of hearing recitations, setting examination papers, marking percentages. Its students do not measure progress by the accumulation of little credit units and diplomas. It knows neither ranks nor conditions; all its members, teachers and students alike, meet in the common search for truth. It knows no authority, save the authority of truth. It operates not through barter and exchange, in which information is dispensed and received, but through the quest for the Grail.

There is nothing new in these statements. The trouble with them, as with so much of our thinking about education, is that we are in danger of assuming that nothing more than agreement is necessary. They are not translated into action. But the invisible college, in

the fifteenth century and in the seventeenth was an active and propagating force. In the earlier period the classics were at length given recognition in the university course. Theology was succeeded in part at least by humanism, and as a result of the influence of the Royal Society science was at length, after many years, admitted to the hierarchy. These are examples of the way in which the callege curriculum has grown up, always by addition of new branches. The process has been extended to include dairy husbandry and shorthand alongside of Sanskrit and relativity. The curriculum, despite our efforts to keep it in bounds through group systems and majors, resembles what the student called the chief religion of China —confusionism. Sooner or later this process of developing a university through the addition of new courses must give way to a new synthesis.

To such a synthesis the Graduate School should make the chief contribution. The invisible college is no longer the little group without the pale, but the society of scholars whose training in research and belief in the supreme value of research to the state fit them to do what their predecessors in distant centuries did, to revise the relationship between the work of the college and the life of a changing world. We are coming to see that the years 1914-18 marked the end of an epoch. For the new age, once more, a new synthesis is necessary.

This synthesis, like its predecessors, will be the product of research men. Research in the literature, ethics, and tradition of the classics brought to the fifteenth and sixteenth centuries the philosophy of life needed at that time, and out of that philosophy grew the Renaissance. Research into the phenomena of nature, advocated eloquently by Bacon, practiced by scientists from Copernicus to Darwin and Huxley and their followers, added a principle equally fruitful. The results of this renaissance have been a progress in science of enormous proportions, a progress that is still lively, proceeding now at a speed incredible to those who have traced its beginnings. Meantime human institutions, the theory and practice of the state, have not kept pace. The classical tradition has lost its old efficacy. The modern state, born in the Renaissance and developed with the growth of democracy, is now subjected to strains unthought of a few years ago. More than one scientist of standing has of late sounded the warning that the mastery of nature by man may prove the instrument of destruction that will end civilization. The facts that of our hundred million population less than one third are above the average intellectual age of thirteen years and that less than five per cent are of superior intelligence, show

the importance not merely of raising the general level but the even greater importance of being careful how we train this small, superior group. It is from this group that the creative element vital to human progress is to come. To this group our research men belong, and their problem is to bring about, through research, a proper adjustment to a new age.

The research man, therefore, has a dual function. It is his duty to add to the sum of knowledge in all fields affecting human life. It is also his duty to contribute to a new survey of learning in its relation to life. The Graduate School is not a vocational school. It does not discharge its duty if it merely sends out, year after year, men trained to be chemists or engineers on the one hand, and economists, teachers, and social workers on the other. Even research itself is not necessarily of immediate practical importance. Professor Soddy has recently pointed out, in a very stimulating book called *Science and Life*, that the grander the discovery the more trivial and utterly useless it often appears at first sight. He holds that the scientist "sets forth into an unknown land not to discover anything definite, anything of use to anyone, but to discover what there is in the unknown to be discovered." One of the greatest American business organizations, which maintains a splendid scientific laboratory and a staff of research men, has recently stressed the fact that commercial research depends less on the immediately practical than on investigation into some principle, apparently trivial, which may be potent to achievements now unguessed.

The Three Researches

The Graduate School, therefore, looks upon research in a threefold aspect. There is the patient investigation of the phenomena of life and nature. This ends in the creation of new knowledge. The student who enters upon it seeks the mastery of a single subject, in order that he may push out beyond the confines of knowledge in that subject and sail uncharted seas. Such work brings new meaning to the world. Of such a man Professor Soddy remarks, "His education begins where that of a man who has achieved breadth without depth ends. He is curious. His relative ignorance of other subjects than his own and their freshness to his mind, make him so, whereas the other is satiated with imperfectly appreciated subjects which he thinks he knows, and he becomes dull."

The second type of research is that which is immediately applicable to life. The professor in a State University, more than a professor in a private institution, has a responsibility to the state. To gather and interpret the facts about the social and economic life of the state;

to study the traditions and the personality of the state; to cooperate with the various state agencies and commissions as a consulting expert—these are illustrations of investigation of immediate practical importance. The professor in a state institution is not a trainer of immature minds in a body of received opinion; he is an expert in a field necessary to the material and spiritual welfare of the state.

The third type of research has a certain philosophical element. It is not enough for us to have pioneers in uncharted realms of learning and consulting experts on the multitudes of practical problems with which the state is concerned. Synthesis, generalization, is also needed. The Royal Society, following Francis Bacon, distrusted generalization. Their three aims were to get rid of the incubus of authority of received opinion in order to test all things anew; to devote themselves to minute and long continued observation; and to avoid generalization. Such aims were needful in the infancy of science. They are not sufficient now. In every department of knowledge, the accumulations in the last half century have been tremendous. This accumulation is proceeding at a higher speed now than ever before. But the continued accumulation of materials, continual building on such various foundations as the arts and sciences now represent, means a new chaos, a new war of the elements, unless we pause now and then to see what it is all about. The necessity is the greater because of what has happened since 1914. The leaders must be the research men themselves. Science alone cannot bring it about, nor a return to the classics, nor an elaborate vocational training. Art and literature, science, a more thorough interpretation of history and politics, an ethic to correspond with that of Aristotle, but adapted to the new age—these all contribute according to their vision.

Such a conception of research has an immediate bearing upon the Graduate School, and should transform it. Perhaps we shall have not a one year course leading to a Master's degree and a three year course leading to the doctorate, but an entirely different idea of the place of graduate study. The Graduate School now trains specialists in intensive fields. The man who is going to give himself to investigation or to teaching registers for graduate work as mechanically as the man who intends to be a lawyer or a doctor goes to the appropriate specialized school. What we are in need of is provision for the man who is going to be a specialist in the service of the state, in the broad sense in which that ideal dominated Renaissance humanism. This is the new humanism, not a return to the classics, or a rival to science. It includes the classics if they have anything to

say to the twentieth century. It includes also science, philisophy, art. The general subject, to use the title of a stimulating book recently published, is human engineering. Part of the work will be to get a definition of engineering applicable to the purposes. It means, in the end, not a graduate school, but a graduate college.

Such a college will train specialists, but it will add breadth of vision to the intensity of penetration. It will deal with superior men, so that the state may have the fullest human capacities at its disposal. It will make its own course of study, on new lines, not by mere accumulation of subjects. This course of study is to be worked out through the co-operation of the best minds, alive to the crisis of humanity, alive to the facts that the years 1914-1918 marked the end of the era that has dominated human history since the Renaissance and that the new cycle will bring destruction or a new level of civilization as the only alternatives.

This is not the place for setting down any details of the organization and curriculum of such a Graduate College. There will be in it, perhaps, four schools: the school of political science; the school of business administration; the school of literature and fine art; and the school of pure and applied science. All these schools will deal with the philosophy and practice of education as the matter of the highest moment to humanity. Finally, in it, faculty and students will be one body. For the most important students in the Graduate School are the members of the teaching staff.

Respectfully submitted,

EDWIN GREENLAW, Dean.

School of Law

REPORT OF THE DEAN

To the President of the University:

As Dean of the School of law, I submit herewith the annual report of the School for the year ending December 1st, 1921.

The total enrollment of students at the present time is 113. Of these 67 are first year, 33 second year, and 13 third year students. One or two of the third year men entered under the old arrangement for the two degrees of A. B. and LL. B. at the end of a five year course. Under the present three year curriculum in the Law School, students for the double degree are required to take a six-year course—three years of undergraduate studies strictly prescribed as appears in the catalogue, and the three-year law course. The last of the men entitled to degrees under the five-year system appear in the class of 1922.

The enrollment in the Summer School last summer was 55. Both the regular and summer enrollments are the largest in the history of the School. Taken together the total enrollment of the Law School is 168.

Certain changes in the faculty call for notice. It is with a profound sense of loss to the School that I recall the sudden death of Associate Justice Allen of the Supreme Court of North Carolina, who for two years has been a member of the faculty of the Summer Law School. Judge Allen was a remarkable teacher. His stimulating lectures and his interest in the students and in the School and its problems make his loss one that will not easily be supplied.

Of the regular faculty, Mr. O. O. Efird, Assistant Professor, resigned his position in the summer to engage in the practice of his profession. Two additions have been made to the faculty since last year. Maurice T. Van Hecke, Ph. B., J. D., (University of Chicago), formerly assistant Professor of Law in the University of West Virginia, has been elected Associate Professor, and Robert H. Wettach, A.M., L.L.B., (University of Pittsburg), S.J.D., (Harvard), has been elected Assistant Professor. Thus the faculty includes five teachers giving their whole time to the work of the School.

These additions to the faculty have made it possible to strengthen and enrich the curriculum for the second and third years. For instance, courses have been added in the important subjects of Public Utilities, Administrative Law, including Public Officers, and a course in the drafting of Conveyances and Contracts. Trusts has been made

the subject of a separate course, and the course in Statutes has been strengthened by additional emphasis given to the important topic of legislative drafting.

The full three-year curriculum is now in effect, and thus the school is aligned with the best Schools in the country as to the length and substance of courses required for the degree of L.L.B.

In this connection it should be noted that the School has become a member of the Association of American Law Schools—an association of fifty-four of the leading Law Schools of the United States, extending from the Pacific to the Atlantic, whose object is the improvement of legal education in America, the establishment of more intimate relations between the Schools of the country, and the discussion, periodically, of the problems of legal education common to all Law Schools.

For several years I have urged the crying need of a new Law Building to provide for the School and its growing demands. I am happy to state that the Legislature and the Trustees, with the hearty concurrence of the President, have generously met our needs. Work will begin at once on a new Law Building with ample space for class rooms, administrative offices, library and reading rooms. This, the new home of the Law School, will be completed in 1923.

I call attention to the desirability of a journal or periodical publication which may represent the School and the work that it is doing. It would serve as a link between the legal profession and the School, and would be a most valuable tool for improving our instruction, and an incentive to faculty and students alike.

Respectfully submitted,
L. P. McGEHEE, Dean of Law School.

School of Medicine

REPORT OF THE DEAN

To the President of the University:

I have the honor of submitting the following report of the School of Medicine.

The physical equipment of the school has been substantially improved, and further additions will be made during the year. The departmental library is steadily improving in value for reference work, and we hope the physicians of the State will begin to use it more freely. Some definite plan should be worked out to call their attention to it and make it available to them.

Dr. H. B. Anderson, who was elected to become Associate Professor of Pathology last June, began his service last September and is a distinct acquisition to the faculty. He is a graduate of Wofford College (S. C.) and of Jefferson Medical College of Philadelphia. He served as intern in the Pennsylvania hospital and as acting director and director of Ayer Laboratory of Philadelphia. The chair of Associate Professor of Bio-Chemistry remains unfilled, Dr. T. P. Nash, Jr., who accepted the position last spring having recently asked for a release. We hope it may be filled in the near future.

The enrollment of students is now eighty-three, forty-one in the first and forty-two in the second year. We have a full School for the first time since 1910, when we began to raise the requirements for entrance. Every student in the School at the present time has had two or more years of collegiate work and was admitted without a condition. There were slightly over one hundred applicants for admission to the first year class. More than fifty were refused admission; a few were accepted but withdrew later largely on account of financial difficulties. Our students continue to make gratifying records in the clinical schools, in the matter of hospital appointments, and before the Licensing Boards.

The time has now arrived when we should give serious consideration to the matter of establishing a four-year School and offering the complete medical course. The efforts to raise the standards of medical education by the American Medical Association and other national organizations have reduced the number of medical schools from one-hundred and sixty-two to ninety-six and the number of graduates from fifty-five hundred to three thousand. The surviving schools have found it necessary to limit the enrollment in all classes to such a degree that it is becoming increasingly difficult not only to transfer students who have completed the first two years of the medical course to

desirable clinical schools, but it is equally difficult for students desiring to begin the study of medicine to gain admission to the schools. There are a very large number of students in the pre-medical courses in our colleges, and many of them will be refused admission.

The problem does not involve merely the continued existence of the two year medical school, but the larger problem of an adequate supply of physicians. There are only two states, South Carolina and North Dakota, with so few physicians to the population as North Carolina. The ratio for the country as a whole is given as one to seven hundred and twenty. In North Carolina the ratio is one to eleven hundred. There are many communities in North Carolina without medical service, and there is much medical work that is not being done. The increase in the number of physicians is not keeping pace with the growing in population. There is not only an inadequate supply of physicians in the State, but under present conditions the outlook is very insecure. We have depended entirely upon schools located in the large cities for a very essential part of the training of our physicians, and it is becoming evident that we cannot depend on them very much longer. We must plan for the training of our own doctors.

The fact that there is no very large city in the State is not an insuperable difficulty. It is entirely possible to conduct a thoroughly creditable clinical school in a town of less than twenty thousand people, as is being done at Ann Arbor by the University of Michigan, and as will be done at Madison by the University of Wisconsin. Given a hospital with two hundred beds, properly equipped and supported and manned by a qualified teaching staff, it is entirely possible to conduct an acceptable clinical school in any one of several towns in North Carolina. People in need of medical advice will go wherever it may be had. The cost of maintaining a clinical school, if conducted on modern and approved lines, will be no greater in North Carolina than in any other state or city. The cost, however, offers the most serious difficulty in the solution of the problem.

Yours respectfully,

I. H. MANNING, Dean.

School of Pharmacy

To the President of the University:

I have the honor to submit herewith my annual report of the School of Pharmacy.

The School began its twenty-fifth year of service with a total enrollment of sixty-nine students. The maximum registration heretofore is sixty-four. The increase of only five students over the previous maximum is explained by the fact that only those applicants for admission were accepted who gave promise of good scholarship, this limitation being necessary to prevent an excessive overload of the teaching machinery. Heretofore provision has been made for drug clerks who applied for a short course of training who had neither sufficient preliminary training nor money to complete the regular work. The School with its present faculty, equipment, and building cannot provide proper instruction for more students than are now enrolled. This fact must be faced and some decision reached as to policy for the next few years.

The pharmacy students at present enrolled are classified as follows:

Juniors (regular)	38
Juniors (special)	12
Seniors	17
Graduate Students	2
Total	69

The high school credits presented by this entire group average 14.4 units. In a short time it will be necessary to raise the requirements for entrance from fourteen to fifteen units.

At the June examination of the North Carolina Board of Pharmacy one of our students, Mr. H. W. Harris, was awarded the Beal prize for having attained the highest grade of any applicant for license. At the November meeting of the same board, another student, Mr. O. C. Edwards, also led the entire class of applicants.

Two outstanding facts are noticeable in pharmaceutical education in the past few years. One is a rapid growing sentiment that higher requirements should be exacted of entrants into pharmacy, and the other is the gradual elimination of the privately owned schools with State institutions taking over their functions. Leaders in pharmacy have long fought for laws in the several States that would limit to graduates of pharmacy schools the candidates for license to practice pharmacy. Success in this struggle, so long delayed, is being won very rapidly, as

is evidenced by the fact that, whereas in 1915 only two states in the Union had such a requirement, in 1921 twenty-three states had passed such a law. The movement for compulsory graduation has the active support of every pharmaceutical organization, and it is a matter of a few years only before it will obtain all over the country. The following states now have this so-called pre-requisite law: New York, Pennsylvania, North Dakota, Washington, Illinois, Ohio, Indiana, Iowa, Kentucky, Maryland, Minnesota, New Jersey, Oklahoma, Rhode Island, South Carolina, Virginia, Mississippi, West Virginia, Kansas, Nebraska, Texas, Oregon, and North Carolina. The purpose of this movement is not alone to protect the public from incompetent, insufficiently trained prescriptionists, but it springs also from a very definite determination to place pharmacy in the ranks of the skilled professions by the same processes that elevated medicine and law to their present plane. The fact that a larger and larger percentage of the pharmacy schools are becoming departments of State universities is a good indication that hereafter pharmaceutical education will proceed with some regard to cultural values, with less stress on commercialism, and with a single view to the ultimate good of the profession served. The following State universities now have schools or departments of pharmacy: Alabama, California, Colorado, Georgia, Illinois, Iowa, Kansas, Maryland, Michigan, Minnesota, Mississippi, Montana, Nebraska, North Carolina, Ohio, Oklahoma, Tennessee, Texas, West Virginia, and Wisconsin.

During the past summer the School was provided with additional laboratory desks and with an increased amount of shelving for the stock room; doors and locks were placed on the library cases; two small laboratories were made into one by removing partitions; and a research room was fitted out with desks and equipment. This work represents but a small part of the effort necessary to adapt Person Hall to the needs of the school. The structure was built for use as class rooms; it was later added to and occupied by the Chemistry department; it then became the home of the Medical School, and it now houses the School of Pharmacy. The total floor space is perhaps adequate for our needs for another year or so, but the division of this space into rooms is ill-suited to our requirements. If it must be occupied by the School of Pharmacy in lieu of quarters planned for instruction in Pharmacy, then a radical change should be made in the arrangement of partitions and some modern laboratory desks should replace a large number which were built in 1897. Pharmacy and the methods of teaching pharmacy have changed very radically in the past twenty-four years, and our material equipment should be altered to meet today's demands.

I should like to apply once more for the northwest corner room of Person Hall that is at present used by classes in Latin. The need of

this room is an imperative one with us, and it is hoped that by summer you can see fit to make other arrangements for the classes now meeting there and allow the School of Pharmacy to use it as a store room, so that the room now used to stock supplies may be turned into a laboratory.

The first year laboratory desks should be equipped with running water and with drains. This is not an immediate necessity, but it should be done as soon as possible.

At the time the biennial budget report for this School was submitted to you, there had not been passed the law which becomes effective January 1, 1922 requiring graduation of candidates for license to practice pharmacy in this State. The law alters very decidedly our student prospects for next year. It will cause practically every member of our Junior class to return for graduation instead of dropping out of school after a year as sixty per cent of them have done heretofore. There are now enrolled for the two year course thirty-eight Juniors. If the entering class next fall is as large as it has been for the past two years, there will be not fewer than ninety students altogether applying for admission, and we shall be unable to meet the situation. The University must recognize that the budget prepared in advance of a radical change in our prospects can not be expected to take care of the expansion that the School of Pharmacy must undergo. To meet the conditions that logically may be expected next year, another full professsor must be added to the teaching force; one thousand dollars worth of new equipment must be purchased; twenty-five extra desks must be built or bought; the present Latin room must be added for our uses; two partitions must be put up; a new gas machine must take the place of the one now in use that is worn out; and two additional student assistants should be added.

It should be borne in mind that only fifty per cent of the requests made in the biennial budget report was granted. Provisions for the absolute needs of the department were thus reduced by one-half. The requests embodied in that report called for no excess equipment, but on the contrary listed only the urgent necessities for a normal year. But as explained above, the new pharmacy law, effective January 1, 1922, will cause next year to be not a normal but an unusual year with the School of Pharmacy, and it is hoped that the Trustees will recognize this fact and not hold us within the bounds of the budget prepared last year.

From year to year I have stressed the importance of a new building for pharmacy. As yet such a building has not been given a definite place in the construction program. But is not the increasing size of our School, the inadequacy of Person Hall for our purposes, and the

need of the site occupied by us for another structure strong argument for giving our School a new home in the near future? In the event that such a building were erected, Person Hall could, until its removal, relieve the present class room congestion by the simple addition of desks in the various rooms. Such a change would add four large and four medium sized rooms for the use of classes not requiring laboratory equipment. In fact two of these rooms could be made into small auditoriums. Its central location makes the building well adapted to class room purposes. May I urge that the claims of the School of Pharmacy for a new building be given careful consideration?

Two important changes have been made in the pharmacy curriculum since I last reported. One is the addition of a course in physiology in the spring quarter of the Junior year, and the other is the addition of Chemistry 44 to the winter quarter of the Senior year. Both courses strengthen the curriculum.

Respectfully submitted,

E. V. HOWELL, Dean.

School of Education

REPORT OF THE DEAN

To the President of the University:

The enrollment of students in the School of Education for the past year is most gratifying and shows that the department is rapidly recovering from the effects of the World War.

Number enrolled 130
(The above does not include the names of students taking courses in the Summer School.)

The arrangement with the public school authorities by which our students may visit the white and colored schools of Chapel Hill and a nearby white ungraded country school and there study actual work in the school room is most helpful and of great practical value to those preparing to teach.

I recommend and urgently request that we arrange for the training of grammar school teachers as soon as possible. To do this we must have dormitories, additional instructors, and modern equipment for our lecture rooms. When this has been done, hundreds will come annually for the training we offer. The purpose of the School of Education must be to furnish teachers to every grade of school in the State; and when such teachers are to be had from us, the School will be founded on the enduring rock of public service.

Under our State public school law all teachers must have certain prescribed professional training for their work, and their salaries are graded with reference to this professional training as well as with reference to their academic preparation. This requirement of professional training is one for which I have labored for years, and the fact that it is now required by law places teaching in truth among the learned professions. The present State Superintendent of Public Instruction will receive the hearty thanks of public school teachers for his success in achieving the hopes of his predecessors who always labored to make teaching a profession in the meaning of the law.

All plans for the future of the School of Education are set forth in the report of the Acting Dean, Professor N. W. Walker, whose long and successful service in the public school work of the State eminently qualifies him for splendid work in training teachers for our public schools.

Respectfully submitted,
M. C. S. NOBLE, Dean.

REPORT OF THE ACTING DEAN

To the President of the University:

As Acting Dean of the School of Education, I have the honor to present herewith my report for the current academic year. A separate report for the winter and spring terms of last year has been submitted by Professor M. C. S. Noble, who, as Dean of the School, was relieved of all administrative duties and responsibilities last August. At that time I was asked to assume the direction of the School's policies as Acting Dean. My report of the School's activities, therefore, covers only the fall term of the year 1921-'22.

In the first part of this report I am presenting a statement of the School's present resources and activities. In the second part, I have undertaken to present in a general way some of its needs and possibilities and to offer a number of suggestions and recommendations.

Such of these suggestions and recommendations as relate to better internal organization and closer cooperation with other departments are already being worked out, preparatory to putting them into effect at once in all cases not involving additional expense; some others are of sufficient importance to demand immediate consideration by yourself and the trustees; the consideration of others may for the present be deferred. Some of them, I am fully aware, are not within our immediate reach. I am, however, bringing them to your attention now in order to set forth their relation to the School's present activities and its future development for a larger service.

I. PRESENT RESOURCES AND ACTIVITIES

Teaching Staff

There are four members of the School of Education faculty, all of whom are of professional rank, as follows: Professor M. C. S. Noble, Dean and Professor of Pedagogy; N. W. Walker, Acting Dean, and Professor of Secondary Education; Dr. L. A. Williams, Professor of School Administration; and Dr. E. W. Knight, Professor of Rural Education.

Building and Equipment

The School of Education is housed in its own building, known as Peabody Hall, erected in 1913 through the generosity of the Trustees of the Peabody Fund. In this building are also accommodated for the present the Department of Rural Social Science, the School of Public Welfare, the Department of Psychology, and a number of classes from other departments. In some respects the building is reasonably well equipped; in others, great improvements are needed, as I shall show in part II of this report.

Enrollment

There are at present 87 students enrolled in educational courses. The total enrollment for the year, which will include registration for the winter and spring terms, will be double, perhaps treble, this number. Most of those now pursuing courses in education are juniors, seniors, and graduate students. Only one course is given at present that sophomores may elect, and no course is given this year for freshmen.

Extra Classroom Activities

In addition to their classroom teaching, the professors in the School of Education are called upon to engage in many other activities of an educational sort. These activities may be summarized and discussed under the following heads:

Correspondence Courses. Correspondence courses in education are offered through the Extension Division. Four such courses are offered as follows: "Principles of Secondary Education," and "High School Methods," given by Dr. Williams; "Educational Psychology," given by Dr. Dashiell; "Public Education in the South," given by Dr. Knight.

Teachers' Bureau. The School of Education conducts a teachers' bureau which is at the service of teachers and school officials without any cost to them whatsoever. The annual registration of teachers runs from 300 to 500, most of whom register with it in the Summer School. The bureau is conducted by the Professor of Secondary Education.

The High School Journal. The *High School Journal* is published eight times a year by the School of Education. All the professors in the school contribute to its columns, as do other members of the University faculty. One thousand copies are published and distributed each month from October to May inclusive. The *Journal* is edited by the Professor of Secondary Education, and its business is handled through his office.

Orange County Schools. The School of Education cooperates with the Orange county school officials in the administration and supervision of the public schools of the county. This phase of our work is conducted by Dr. E. W. Knight, who meets regularly with the county board of education to give such expert advice and assistance as the board may need or desire. Dr. Knight also serves without pay as Assistant County Superintendent of Schools.

Supervision and Inspection of High Schools. The School of Education is cooperating with the State Department of Education in the supervision and inspection of high schools. Three members of our

staff—Dr. Knight, Dr. Williams, and Professor Noble—are this year visiting and inspecting the high schools of eleven counties, as follows: Orange, Chatham, Moore, Hoke, Cumberland, Bladen, Pender, Wilson, Greene, Polk, and Rutherford.

A Documentary History of Education in Preparation. As stated above, Professor M. C. S. Noble is preparing for the North Carolina Historical Commission a documentary history of Education in North Carolina since 1840. Last summer the Historical Commission requested Professor Noble to undertake for it the preparation of such a history. In order that he might be as free as possible to execute this highly important commission, for which his long experience and prominent connection with the educational life of the State so well fit him, the University relieved him of all administrative duties and responsibilities and of as much of his teaching load as he might care to give up. He is therefore devoting most of his time this year to the preparation of the proposed history.

General Correspondence. The members of the School of Education, by virtue of their close contact with the schools of the State, their wide acquaintance with school officials, and their practical as well as theoretical knowledge of the State's school problems, are obliged to carry on constantly a rather considerable correspondence. Every year they are called upon by school officials and teachers to answer hundreds of letters of inquiry relating to every conceivable phase of educational administration and school procedure.

Lectures and Addresses. For the reasons cited in the preceding paragraph, many more calls for lectures and addresses come to the individual members of the staff than they can possibly accept. A list of the lectures, addresses, and publications has been sent to the President by each member of the staff for publication in his report.

Reading Circle Course. At the request of the Superintendent of the Durham City Schools, the Acting Dean is conducting a reading circle course for the twenty-seven teachers in the Durham City High School, all of whom are enrolled in the course.

Surveys. Dr. L. A. Williams is continuing his study of the general intelligence of mill village children. This survey was begun last year when he made a study of this problem in the Roanoke Rapids Schools. This year he has, with the assistance of Mr. L. H. Jobe, made a similar study of the Concord School No. 2 in Cabarrus County. Some exceedingly interesting facts are being brought to light which, it is hoped, may be published later. If this study can be continued until, say, eight or ten of the larger mill village schools have been studied, a valuable contribution can be made to the educational and social

literature of today. There are, moreover, many other problems the school would like to investigate if the necessary funds were available for such work.

Individual Studies Now in Progress. In addition to the extra-classroom activities noted in the preceding paragraphs, each professor in the School of Education is now engaged on a definite piece of research work or is preparing a monograph or book for publication. As already stated, Professor Noble is preparing a documentary history of Education for the North Carolina Historical Commission; Dr. Knight is well along with the preparation of a history of education in the South; Dr. Williams has a history of secondary education almost ready for publication; and Professor Walker has gathered the material for a volume dealing with the development of secondary education in the South since 1900 and is now putting this material in form for publication.

II. NEEDS AND POSSIBILITIES

The following sections contain a number of suggestions and recommendations which I wish to offer for consideration. A few of these I shall discuss at some length now; others, merely listed in the summary, I hope to discuss in more detail in a later report of supplemental memorandum. It will be noted that the suggestions included under headings one to five call for no additional expenditures for the present.

Summary of Suggestions and Recommendations

The recommendations and suggestions I am making may be summarized under the following heads:

1. A clearer conception of the purpose and functions of the School of Education and a more definite formulation of its aims or major objectives.
2. Better internal organization.
3. Closer interdepartmental cooperation.
4. A more careful correlation and coordination between educational courses offered in regular session and summer school.
5. Better administration of the free tuition privilege for teachers.
6. The establishment of a bureau of educational research.
7. Addition to the staff of a high school visitor.
8. Need of a professor of educational psychology as a member of the school.
9. Provision of one or more instructors for extension teaching.

10. Provision of one teaching fellowship for each of the school's departments.
11. Provision of funds for the publication of "Studies in Education" and "School Leaflets."
12. Provision of a reading room and store-room in Peabody Building before next year.
13. Necessity of better library facilities.
14. Necessity of an increased budget.

Why a School of Education in the University?

The University needs to ask itself in all seriousness why it maintains a School of Education and what it expects of it. In other words, what does the University conceive to be the aims and functions of such a school, and what is its relation to other departments and the relation of other departments to it? Does it expect it to function in a constructive way in the educational progress and development of North Carolina? These are not idle questions calling simply for categorical answers and nothing more; they are prompted by certain outstanding facts, influences, and attitudes that are to be met on every hand, which taken together constitute forces that make for disintegration—forces that would handicap any department—or wreck it—if allowed indefinitely to go unchecked. The first definite need, therefore, to which I wish to direct attention is an imperative one—both for the University as a whole and for the School of Education in particular—a clearer conception of the purposes and functions of a school of education and a definite formulation of its major aims and policies. To the task of clarifying its own purposes and of formulating its objectives and policies the School of Education has already addressed itself. But I will not undertake a statement of them here for the reason that they have not been hammered into final shape for publication.

Better Internal Organization Needed

This is primarily a matter for the school itself, and the members of the staff are seriously at work on this problem. A plan that is more systematic, more consistent, and more comprehensive is in process of development. When the plan now under consideration becomes effective, the courses will be arranged in better sequence, and also they will be better correlated. Already some courses have been abandoned and new ones arranged for. The complete plan has not yet been worked out, though it will be put in definite shape before the end of the current year. I need not go into a discussion of its full details at this time.

Better Cooperation with other Departments

One of the serious defects in the present plan and policy of the School of Education is to be found in the lack of cooperation between the School of Education and the other departments of the University. I call particular attention to this fact, not by way of criticism, but rather to point out a way in which all concerned can cooperate more effectively in what is after all a common enterprise, as well as to cite a neglected opportunity. The opportunity should not longer be neglected. I need not go into a discussion of the causes of the situation that exists. To say it is due to a lack of understanding is but to state an obvious fact without explaining it. Certain it is that if the schools are to get from the University good teachers of English, let us say, the department of English must assume responsibility for giving them the necessary instruction in English; and if the University is to send into the schools capable and effective teachers of biology, or history, or Latin, the departments of biology, and history and Latin must assume the responsibility for giving them their grounding in the content of these respective subjects. In this sense all the major departments in the college of Liberal Arts and the School of Applied Science can function in the training of teachers. But in addition to giving the usual academic or content courses, a number of the major departments of learning that are represented in the high school curriculum should offer at least one course designed especially for teachers of their particular subjects. That is to say, there should be teachers' courses planned by the several departments, working in cooperation with the School of Education, that should count as professional courses. Such courses ought to be given in English, mathematics, history, general science, physics, chemistry, biology, geography, economics, Latin, French, German, Spanish and music. Teachers of these special subjects should be required to take at least one such professional course in their major field, and might well be allowed to take such professional courses in two departments.

To carry professional credit, these courses should be based upon specified prerequisites to be determined by the department offering such courses. The character of any such professional course should be determined by the School of Education and the departemnt in which the course is to be given. In no case should such course be given unless the interest of the department concerned can be enlisted in it, for there must of necessity be full understanding, complete harmony, and the closest possible cooperation between the School of Education and the departments concerned.

Owing to the fact that there is so much misunderstanding on the part of too many college professors as to the attitude of a modern department of education regarding the training of teachers, I deem it worth while to discuss this phase of teacher-training in some detail and to indicate briefly what such courses should include. Let me take English as an illustration. Suppose the Department of English should offer a course which we shall call "English in the High School." It should not be primarily a review of grammar, or composition, or literature, though it should, in the nature of things, help the student in all these phases of English work in the secondary school. Nor should it be simply a course in "methods" or devices. It should be vastly more than either of these. As noted above, specified prerequisites should be required, let us say, English 1 and 3-4, or their equivalent. In other words, no one should be admitted to the course who was not already well grounded in English. The course should certainly deal with such phases of the field of English teaching in secondary schools as the following: the place of English in the curriculum; its aims, values, purposes; a critical examination and discussion of typical English courses in our best high schools; how such courses are planned, organized, and conducted; the best methods of teaching the different phases of the subject; a critical examination and study of such bulletins and reports as those put out by the National Commission on the Reorganization of Secondary Education—especially the report on English; an examination of a number of the better books dealing with the teaching of English in secondary schools; an examination of the better tests and scales for measuring achievement in the subject; observation of English teaching in nearby high schools. Such a course would, if properly conducted, as the department of English is unquestionably equipped to conduct it, mean infinitely more to the prospective teacher than merely an additional academic course, however fruitful and worth-while such course might be. Moreover, there are problems here suggested or implied which the department of English and the School of Education must attack, and an opportunity for constructive thinking in what is certainly one of the most important fields of high school teaching. What I have had to say as to the character of the teacher's course in English applies also to the other departments.

I have discussed this proposed plan with the heads of several departments, all of whom have expressed themselves as being in hearty accord with the proposal. Several such courses will be worked out before the beginning of another year. When such a plan is carried into effect, we shall be able to send to the schools better prepared teachers

of the various high school subjects, and each department thus coopracting with the School of Education will be functioning in a way that can be made vastly more helpful to all concerned.

Better Administration of the Free Tuition Privilege for Teachers

Since 1887 young men preparing to teach have, under statutory provision, been given free tuition in the University. In order to avail himself of this free tuition privilege a student, on applying for it, signs an agreement to teach in the schools of North Carolina for a period of at least two years after leaving the University. These annual notes of $60 each which the student signs as a part of the agreement amount to $240 for the four years of his college course. This amount he pledges himself to pay back to the University in case he does not teach. After signing such agreement the student hitherto has been left free to pursue his courses without regard to the professional requirements which the state demands of teachers. The student has been left free, in other words, to meet these requirements or not. Too many have in the past paid no regard to them. Moreover, students have enjoyed this privilege who have had no intention of teaching. They have signed the notes in perfectly good faith, however, under the condition allowed, namely, that they would pay the tuition if they did not teach. Thus the free tuition privilege for teachers has been abused. This provision, to put it differently, has been administered as if it constituted a loan fund, and students have so regarded it.

In order that the spirit as well as the letter of the law providing free tuition for prospective teachers may be coupled with, and, further, in order that the professional requirements which the state now insists upon shall be met by all who take advantage of this privilege, the School of Education must insist that all who accept this provision shall register through the School of Education, or shall have their courses approved by the Dean of the School. This does not mean that all who avail themselves of the free tuition privilege for teachers shall register for the A. B. in education; but it does mean that each one who takes advantage of this privilege shall be required to get off the professional requirements which the state now demands of one of his academic standing—that is, two professional courses for one who completes the sophomore year; four for one who completes the junior year; and six for one who completes the senior year. One who has not met such requirements is now technically *unprepared* to teach in the Schools of North Carolina. It would seem to be a curious anomaly for a student to accept the teacher's free tuition privilege in order to *prepare* for teaching, and at the end of his course find himself *unprepared* because of his being allowed by the institution that under-

takes to prepare him to disregard the State's requirements in this particular. The administration of this provision has this year been turned over to the School of Education, and the privilege will not be abused in the future.

The Establishment of a Bureau of Educational Research

As soon as funds can be provided for it, a bureau of educational research should be established in the School of Education to be operated on the general plan proposed in a memorandum on the subject which Dr. L. A. Williams submitted to you last March.

Larger Opportunities Call For a Larger Staff

I am fully aware that for the present the actual number of students pursuing educational courses is not sufficiently large to demand or to justify many additions to the teaching staff. If, however, the School of Education is to take full advantage of the larger opportunities it now faces, additional instructors will soon be needed both for class room instruction and for extension teaching; and, too, the School will need the space at Peabody Hall now used by other departments by the time their new quarters can be made ready for them.

There is abundant evidence to the effect that processes of disintegration have been allowed to interfere with the development and effectiveness of the School of Education. Many instances can be cited, but I need not now call specific attention to them. In place of such disintegrating influences, one of our first problems is to set in motion forces and processes of integration. This must be done at once if the school is to function effectively in the expanding educational life of the State. It has great possibilities for service before it; and, if given the freedom it deserves and the opportunity which the importance of its task warrants, it can soon be made a powerful influence in the educational development of the State. This is our hope for it, and nothing short of it ought to satisfy the University.

The School of Education Must Keep in Vital Touch with the Schools

The School of Education must keep in close and sympathetic touch with the schools and the school workers and leaders. It must know their problems, their needs, their aims, and work with them directly in constructive helpful ways. In its relations to the schools, the School of Education thus differs in its extension activities from all other departments of the University, and this fact must be recognized and taken into account. Its contact with the schools and school forces must, in the main, be direct and not indirect. This does not, of

course, mean that the School of Education should not cooperate wholeheartedly with the Extension Division; but it does mean that the School must, because of the intimate relation it bears to the schools and the school workers, be free to accept the opportunities that come to it, to give quick service, and to do it in whatsoever ways it can, whenever and wherever its services are called for.

There are two general notions regarding extension activities in American Universities. "Extension" means, according to one view, the utilization of the by-products of the institution by taking them to the people of the State. Where this idea prevails extension activities are carried on by the regular instructors in the various departments. Obviously, under such a plan and mode of operation, systematic extension teaching on a state-wide scale is out of the question. According to the second view of "Extension," taking the by-products of the people is secondary to the primary one of taking the institution itself to the people of the State by means of a well-organized corps of field workers and teachers.

The School of Education cannot with its present staff undertake systematic field teaching. In order to do this additional instructors would be required who could be free from classroom duties on the campus, if not for their entire time, then at least for certain quarters or terms. Such a plan is highly desirable whenever the necessary instructors can be added. The University needs to maintain its former sympathetic and constructive relations particularly with the high schools. It can best do this henceforth, as it has done in the past, through the School of Education. I recommend, therefore, that as early as possible a high school visitor be added to our staff. I think it entirely feasible to have the high school visitor take charge also of such extension teaching as will be needed for the present—that is, until a systematic plan of extension teaching is developed on a larger scale than is now possible.

Physical Equipment

As already noted, Peabody Building, in which the Schol of Education is housed, is at present used by the School of Public Welfare, the Department of Rural Social Science, the Department of Psychology, and some classes from other departments. There can be no objection to the use of it for these other departments so long as it is not needed by the School of Education. But with the next year or so we shall need practically the entire building.

Reading and Storage Rooms Necessary

Before the beginning of another year, we shall need to have one of the large class rooms converted into a reading room where the standard educational journals, educational reports, reference books, periodicals, collection of textbooks, and other reference material, may be kept so as to be easily and conveniently accessible to the students. There is also need for a general storage room. The basement room under the auditorium should be excavated and fitted up for this purpose.

Better Library Facilities Needed

This includes the purchase of much needed sets of journals, the acquisition of reports, and other reference material, and the removal of a considerable part of the educational library from the general library to a special room to be provided in Peabody Building, in order to render such reference material more readily accessible to the students in the School of Education.

An Increased Budget Necessary

An increased budget is sorely needed—one that is sufficient to enable the members of the staff to carry on the extra-classroom activities which the schools of the State have learned to expect of them. I should like to present in a subsequent report specific details for which such a budget is needed.

A Publication Fund

In addition to continuing The High School Journal, we should make provision to issue quarterly a publication of a different type which might be called "Studies in Education;" also provision should be made to issue occasional "School Leaflets" or "Circulars."

Term Leaves of Absence

It will be a wise provision, if arrangements can be made, to grant occasional term leaves of absence to professors in the School of Education, in order that they may have the opportunity to study at first-hand particular phases of educational work in other states which we need to enlarge upon or develop *de novo*. I beg to recommend, therefore, that Dr. Williams be given a leave of absence for the spring term to visit and to study at first hand some of the best organized bureaus of educational research; and that Dr. Knight be given the fall term next year in order to vist some of the states that have made conspicuous progress in the development of rural schools. This will call for no additional expenditures beyond a small allowance for traveling expenses. The other members of the staff would welcome the oppor-

tunity to cooperate in making this plan possible by taking on an extra course each for a term when such leave is granted a co-worker. Professors enjoying such leaves of absence would come back to their work with renewed interest and enthusiasm for their respective tasks. Moreover, they would render reports, which if published, would give new impetus to these respective lines of work in North Carolina, and I believe, in the South.

In Conclusion

The School of Education cherishes no illusions as to the miracles that are sometimes supposed to be wrought through the courses in education it offers by way of preparing teachers. One of the primary assumptions upon which it must proceed and upon which its courses must be based is, that, first of all, teachers should have a broad and liberal education—extended preparation in at least one field, through specialized academic training, and a fair degree of preparation in one of two related fields, with such other general elementary courses as are taken as a part of one's regular college work. In other words, the essential requirements for good teaching is good scholarship. To this end, then, the School of Education will encourage in every possible way sounder and more extended general academic training and specialization in a chosen field on the part of all who come to it for advice and assistance. This general and special academic work the School of Education must rely upon the other departments to give. No amount of professional training can take the place of a sure knowledge of and grounding in the so-called content subjects—English, Latin, history, mathematics, science, and the rest. Nor will any amount of training in any one of these subjects, or in any combination of them sufficient today for the training of teachers in any modern, progressive system of elementary and secondary schools. School officials are demanding, under state and local requirements, teachers who have had professional training and they are going to get them. Moreover, those who have not had such training simply are not in line of promotion to the more responsible positions.

It ought not to be necessary today to dwell on details of this sort. They certainly ought to be understood by all college instructors and department heads. I find, however, that such is not the case. There is, moveover, a great misunderstanding on the part of the usual academic department as to what a modern school of education aims to do and what it can do for young people going into teaching. This is due in too many cases to a conventional, academic attitude that cannot be justified on any logical or psychological grounds. A part of it is

also due to old prejudices that linger from the early days of the normal schools when "methods" meant mere devices and teaching was a hit or miss process.

The young man who today goes to the schools may be ever so well equipped in his particular field of major study; but if he enters the field of teaching in the elementary or secondary schools, without some acquaintance with the recent contributions to education which scientific psychology had made and is now making, without knowing the place the school occupies as a social institution, without knowing what the best schools are doing and how they are doing it, without knowing something of the major problems he will face and how others have met them, without some knowledge of how to attack his problems—he may know his Latin, or English, or what not, ever so well and may become an excellent teacher of his subject, but the chances are against him in his ambition and efforts to rise to the more responsible positions of leadership which are always opening to those who have not overlooked or disregarded in their college careers the need for definite professional equipment which the School of Education can give.

It has not been my purpose to present in this report a complete and systematic plan of organization for the School of Education. Some important features and details of the plan we have under consideration have been omitted altogether. There is an important work for the School of Education in the graduate field to which no reference has been made. There are other opportunities that I have not emphasized. These are a few of the features I hope to present, as already stated, in a subsequent report.

Respectfully submitted,

N. W. WALKER, Acting Dean.

School of Public Welfare

REPORT OF THE DIRECTOR

To the President of the University:

I have the honor to submit the following report of the work done by the School of Public Welfare during its first year of operation, and to indicate some of the further plans which will enable us to meet adequately the opportunities and needs presented by the University and the State's program of Public Welfare.

Scope of Work Done

As indicated in last year's preliminary report, the work of the school has been organized under five general divisions. The *first* emphasizes *instruction* in Sociology and Social Problems, including teaching in the College and University, extension teaching through the Bureau of Extension or outside communities, and through general instruction and promotion of citizenship. The *second* emphasizes *training for social work and community leadership*, with special reference to town, village, and rural communities, and with special application to the State of North Carolina and the South. This division hopes to meet the very urgent demands of the State for trained men and women for its county superintendents of public welfare and other official positions and of many communities throughout the South for Red Cross secretaries and other community workers in mill villages and elsewhere. The *third* aspect of the work emphasizes direct and indirect *community service*, or social engineering through the avenues of community leaders, county superintendents of public welfare, local and district conferences, and community planning for leaders, industrial managers and others. The *fourth* aspect emphasizes social research, scientific inquiry, and publication of results estimated to be of value to the State, the University, and to the general field of public welfare and social progress. The *fifth* general purpose, kept constantly in the foreground, provides that the School maintain close and cordial co-operation with the State departments of public service, with other departments and schools of the University, and with local and national voluntary agencies.

Instruction in Sociology and Social Problems

For the first year the work of instruction has been partly gratifying and partly frankly not satisfactory to us. In the matter of professional training for social work, graduate students, and Summer School

classes, the work has been gratifying, both in the number of students and in the apparent results. In its appeal to undergraduate men in the University the work has been disappointing. The following courses are offered: The Principles of Sociology, General Social Problems, The History and Theory of Society, Problems of Immigration, Crime and Penalogy, Problems of the Small Town, Community Organization, Community Recreation, Social Statistics, Social Pathology, Educational Sociology, Child Welfare, Juvenile Delinquency, Family Case Work, Field and Research Work, and Labor Problems. Four groups of students have registered: graduate students pursuing courses for advanced degrees; undergraduate collegiate students electing subjects in Sociology; students working primarily for professional training in social work; and Summer School groups of teachers, county superintendents of public welfare, Red Cross secretaries and others interested in civic efforts. Of the graduate students enrolled three completed the work for and received the Master's degree. Of the undergraduate students some two score elected subjects in Sociology, exclusive of Summer students. There were thirty students working for professional training in social work, exclusive of a considerable number taking special courses in the Summer. There were some ninety-seven students enrolled for full time courses in the Summer School and sixteen county superintendents of public welfare in the special institutes. This distribution of the approximately one hundred and fifty students indicates the nature of the work done in instruction.

Two very specific problems have arisen in relation to the enrollment of students: the one as it relates to the appeal of courses in Sociology to the regular university student; and the other as it relates to recruiting the best type of professional student. The latter problem will be discussed under the division of training for social work. In the matter of making a more effective appeal to college men several considerations are timely. At the present time the courses in Sociology do not appeal to the undergraduate student as they do to the graduates who are out in the field of business, journalism, politics and the professions, who constantly express their regret at not having studied in college more of the foundations of social principles, economics and current history. The remedy for this must necessarily be worked out only through a series of years of successful work on the part of the Department of Sociology, of closer correlation with the departments of history, economics, and education, and through some method of closer correlation with members of the faculty and with registration committees. I have just completed gathering data from all the departments of Sociology in the larger institutions of the land and found there a very similar experience but also a very fine and wholesome beginning of

closer correlation of all the subjects within the field of other social sciences. If, as President Angell of Yale has said, the intellectual tension of the present day rests upon social problems as it has in the past rested upon Theology and Science, we can do no better service for Carolina students than to make available for them standard scientific courses in the study of social problems. And we could ask no more effective results than that the student body and faculty would express the same desire to participate in the study of working out of present day social problems as that which we have met in the State in our extra-mural efforts. Special plans will be presented for the next catalogue material.

Classification of Courses

In order to meet the needs above mentioned, two general policies are being worked out. The one is the regular program of the School of Public Welfare with its five-fold classification of work. The other is a program of co-operation with the School of Education and with certain other departments in the University. Five groups of courses are offered. The first may be described as those courses which serve as majors for regular collegiate students working for the baccalaureate degree. This group assumes four years. The second is a two year course for graduate students, leading to the Master's degree—conferred by the Graduate School. The third is the one-year professional course, for which a certificate is issued. The fourth provides for special students of maturity and experience who desire and need training but who may not leave office work for more than a full term. The fifth group includes students, largely county superintendents of public welfare, who attend the Summer Institutions for Public Welfare during the regular University Summer School. In each of these groups of courses the length of hours, class-room requirements, and methods of instruction are alike credited in the University. Extra field and laboratory work in communities is required, and a distinctive method of effective instruction is being developed to the extent made practicable by facilities. It will be seen, therefore, that no special degrees need be given at this time by the School of Public Welfare. Since the requirements for admission to the full time courses assume a college degree, all such students should register in the Graduate School and pursue work toward advanced degrees. While a number of regular graduate students are electing Sociology toward the Master's degree which may be obtained in one year, it may be necessary for a graduate student who takes all work in this field to take two years on account of the added field and laboratory work required. One course is offered this year in extension teaching; three are planned for next year to meet demands already expressed.

Professional Training for Social Work

The University of North Carolina School of Public Welfare has been admitted to membership in the American Association of Training Schools for Professional Social Work. Other universities admitted are: Chicago, Bryn Mawr, Ohio State University, Western Reserve University, and Smith College. Likewise, Professor J. H. Tufts of the University of Chicago and Columbia, who has made a year's study of Training Schools for Social Work, spent four days with us and commended the plan and prospects. Professor J. L. Gillin of the University of Wisconsin, now on leave as Director of Educational Service of the Red Cross, has reported that he approves very much the North Carolina plan. The first year's experience in efforts toward training for community leadership has emphasized in many ways the need for such a school in the South. The constant calls that come to us for men and women to fill important positions and the facility with which students in this field are placed give evidence that the recruiting of the best type of students will soon be less difficult. In spite of the general satisfaction of the year's work there have been difficulties which need to be overcome. The demand for effective, hurried training of community workers was so marked that it seemed advisable to accept a number of students for one and two quarters' work. And while this was undoubtedly necessary at the time, it nevertheless worked as a handicap in getting under way the complete full time courses of instruction. The other difficulty is found in the need for recruiting at once able and mature students for graduation in this work before a regular clientele can be built up. These difficulties are being overcome, and I think by the time we are located next year in the new quarters the number and type of students will meet every expectation. What we need is a continuation of our present plan, with needed revisions, and with ample time to develop the results of our beginning.

Field Work

The professional courses have already been listed. Special mention should be made of efforts to work out, with success, practical and effective plans for field and laboratory work. Such a plan, we believe, is now in operation. There are three special aspects of the work: Community and School Recreation, Community Organization, and Family Case Work. Professor Harold D. Meyer, Director of the field work, has inaugurated a most effective plan whereby he and students in the School of Public Welfare may direct the play activities of schools and communities. Among those planned and undertaken already are Chapel Hill, Carrboro, Efland, Cedar Grove, Orange Grove, two schools at Hillsboro, Fairfield, and the Clarke and Purefoy Mill schools. In

addition to these there are the special opportunities in Durham, through the mills and Red Cross activities. Under the supervision of Miss Eugenia Bryant approximately one hundred family cases have been handled since January of 1921. There were also other cases relating to child placing, co-operation with the North Carolina Children's Home Society, and the State Department of Public Welfare. Five hundred notices were sent out to ex-service men offering co-operation of the Red Cross, the War Risk Bureau, and the Federal Board. Through this service twenty-five men were assisted in some way. The work of investigation for the County Board of Public Welfare is largely under the direction of the School, and many cases have been handled—many cases in Durham through the co-operation of the Durham County Superintendent of Public Welfare and Red Cross. The Durham office was kept open and supervised for some weeks in the Spring by Miss Bryant, who succeeded in obtaining for them a secretary of unusual ability. Other opportunities for field and laboratory are found in the work of Community Service.

Community Service

Perhaps the most important single effort in this field was the planning and execution of a Town and County Conference held at Chapel Hill, September 19, 20, 21, 1921. This conference had as its purpose: "To make concrete, definite, and substantial contribution to present-day critical problems in the development of American Democracy and to make usable to the people the important facts of local government." The National Municipal League co-operated with the University and the conference had the official sanction of the North Carolina Municipal Association, the North Carolina Association of County Commissioners, and the North Carolina Commercial Secretaries. The conference also had the endorsement of President Harding, Herbert Hoover, Josephus Daniels, Newton D. Baker, and many others, and received such publicity and editorial commendation in this and other states as to indicate the timeliness of its work. Mr. H. W. Dodds, Secretary of the National Municipal League, expressed the opinion that it was one of the best conferences he had ever attended. And while it did not accomplish all that was desired, it has apparently been very helpful in stimulating interest, in clarifying certain problems of finance, in setting in motion some new currents for town planning, and in paving the way for continuous service of the University to North Carolina municipalities. We are now preparing and editing a report of the conference to which is being added other papers and material. The report will deal with municipal problems and will have as its keynote "attainable standards." This report will constitute the basis for the first series of services for next year. A second plan of service is now being con-

sidered. At the suggestion of officials of the North Carolina Municipal Association, we are undertaking to work out a co-operative basis upon which the University may work with, in a very practical way, the North Carolina towns and their officials. If such a plan can be worked out, it will mean a larger membership in the North Carolina Municipal Association and a more comprehensive plan of co-operation.

Extension lectures, conferences, and programs have been furnished in some twenty counties, including the following places: Hickory, Greenville, S. C., Raleigh, Jonesboro, Saxapahaw, Zebulon, Rocky Mount, Chapel Hill, Gastonia, Massey's Chapel, Efland, Durham, Goldsboro, Greenville, Oxford, Fayetteville, New Bern, Wilmington, Hillsboro, Pleasant Garden, Carrboro, Stem, and Washington, N. C.

We have organized or participated in district conferences of public welfare in: Gastonia, Hickory, Fayetteville, New Bern, and others. We have participated in other conferences, such as: the North Carolin Conference for Social Service, the North Carolina Teachers' Assembly, the North Carolina Association of County Commissioners, the South Carolina Conference for Social Work, the National Conference for Social Work, the National Prison Conference, the Southern Co-operative League, and the American Sociological Society.

Of special interest also is the work which Dr. Steiner is planning through the Extension Division in its Bureau of Community Development. Arrangements have been made too to render the following types of service, in such limited way as facilities make possible: 1. Furnishing bibliographies, reading lists, outlines for club study courses, and loaning books in so far as library facilities will permit. 2. Assistance in working out plans for community councils, social agencies, or any form of co-operative group. enterprise. 3. Special community studies as a basis for working out a program adapted to the needs of a particular community. 4. Assistance in developing a recreation program for the whole community and suggestions for programs for special occasions. 5. Preparation of special bulletins in the field of recreation and community organization. 6. Whenever advisable, visits to communities in the interest of different phases of community work.

Research and Publication

Opportunities for original investigations and studies in the field of current social problems are so numerous that it is difficult to determine the most urgent needs, and more difficult to do all that is needed. Special studies have been made of the history and correlation of North Carolina social agencies, by Mr. Roy M. Brown; of the history and organization of women's work in North Carolina, by Miss Nellie Roberson; of the practical methods of measuring community forces, by

Mr. Wiley B. Sanders; and of the correlation of school and community agencies by Miss Annie Pruitt. These studies have constituted theses for the Master's degree, and some of the results are valuable for publication. In the broader fields of publication Dr. Steiner has published through the University of Chicago Press a volume on "Education for Social Work," and four articles in the "American Journal of Sociology" and the "Annals of the American Academy of Political and Social Science," as well as presenting the leading paper on "Community Work" at the National Conference for Social Work. He is now completing his monograph on "Community Organization." Mr. Harold D. Meyer has completed a bulletin on "The Rural Playground," published by the Extension Division, and is completing another to be published in January on "Community Programs for Parent-Teacher Associations." A third is being worked out for early spring and will deal with "Boy Life in Carolina." Other studies published are: "Community and Government," in January, "Institutes of Public Welfare," published in September, Section IV of "Co-operation in Southern Communities," published in October by the Committee on Inter-racial Conditions, and "Social Service and Public Welfare," published in October by the University Extension Division. "Municipal Social Problems" is now being completed for the University Extension Division, to be published as a report of the recent town conference. Other studies under way are: "The Organization and Administration of Public Welfare in the United States," "Educational Sociology," and "Causes and Conditions of Poverty in the State."

Co-operation with the State Department

Perhaps no aspect of the year's work has been more gratifying than the opportunity to work with the State Department and the State Board of Public Welfare. After a year's experience of unusual co-operation on the part of the former commissioner and department the pleasure of being chosen by the Board as Consulting Expert to the Board in the Summer is equalled only by the opportunity and privilege which this offers to co-operate with the new commissioner in her already well developed state program and organization of Public Welfare. Likewise, our appreciation of the co-operation of the State Department in our Institutes of Public Welfare, in the Town and County Conference, and in many other ways, is no less marked. We hope that the measure of any service which we may render will be equal to the opportunity offered.

Other Contacts

Special acknowledgment should be made to the United States Bureau of Education for the assignment of Dr. Francis Sage Bradley to

the University for an excellent piece of Child Hygiene Work; and for the participation of Miss Grace Abbott, head of the Children's Bureau in our next Institutes; to Superintendent E. C. Brooks, Dr. W. S. Rankin, and others of the State Department for their contributions to our conferences and community work; and especially to the American Red Cross for its continued generous co-operation, and for its participation in our Institutes and Training for Social Work. The National Child Welfare League has co-operated through two visits of the Executive Secretary, Mr. C. C. Carstens, a Dean of Child Welfare Workers; the Russel Sage Foundation through Mr. Hastings H. Hart and Dr. J. H. Tufts of the University of Chicago; the National Municipal League through its Executive Secretary, Mr. H. W. Dodds.

In presenting this partial report of the first year's work, as well as separate memoranda with reference to tentative plans for the endowment of certain departments of our work, and for the establishing of a Southern Journal of Social Forces, I wish to express to you, to the Board, and to other departments and members of the Faculty of the University our appreciation of all the facilities and conditions which we have found here in Chapel Hill, at the University, and in the State.

Respectfully submitted,

HOWARD W. ODUM, Director.

Report of the Director of the Summer School

To the President of the University:

I have the honor to submit herewith my report as Director of the University Summer School for the year 1921. The school ran, as usual, for a term of six weeks exclusive of the days set apart for registration and for examinations. It began June 21st and ended August 4th.

The facts and figures given below will indicate the general scope and character of the work offered and the extent to which the various courses appealed (as shown by the registration) to the several groups of students for whom they were designed. Also they will indicate, in the large, some of the problems the Summer School now faces. By comparing these facts and figures with those of previous years, it will be found that the Summer School of 1921 measured up most favorably with previous sessions and that it reached higher levels in many respects than had been attained by any previous session, notably in the number of advanced students enrolled.

Enrollment: Distribution of Students

There were enrolled 1090 students as against 1147 for 1920. There were 327 men and 763 women; 676 were teachers; 152 were preparing to teach; 18 were registered for work in Public Welfare; 484 were studying for college or university credit; 28 were preparing to enter some college or university.

There were 1024 students from North Carolina, representing 93 counties. Graham, Henderson, Hoke, Mitchell, Swain, Watauga, and Yancey counties were not represented. Orange County was represented by 71 students, Mecklenburg, by 43; Guilford, by 41; Rowan, by 28; Duplin, by 26; and Johnston, by 25. Virginia sent 17 students, South Carolina 15, Tennessee 7, Georgia 6, Alabama 4, Mississippi 3, New York 3, Louisiana 2, Ohio 2, West Virginia 2, Florida 1, Iowa 1, Kentucky 1, Cuba 1, and Japan 1.

NORTH CAROLINA COUNTIES. The counties represented and the students enrolled from each were as follows:

Alamance	22
Alexander	2
Alleghany	5
Anson	7
Ashe	3
Avery	1
Beaufort	11
Bertie	3
Bladen	5
Brunswick	2
Buncombe	9
Burke	2
Cabarrus	15
Caldwell	2
Camden	2
Carteret	13
Caswell	4
Catawba	14
Chatham	9
Cherokee	6
Chowan	7
Clay	1
Cleveland	8
Columbus	8
Craven	8
Cumberland	10
Currituck	12
Dare	1
Davidson	14
Davie	6
Duplin	26
Durham	19
Edgecombe	12
Forsyth	19
Franklin	10
Gaston	23
Gates	12
Granville	19
Greene	3
Guilford	41
Halifax	10
Harnett	9
Haywood	7
Hertford	6
Hyde	1
Iredell	13
Jackson	2
Johnston	25
Jones	4
Lee	10
Lenoir	11
Lincoln	4
Macon	2
Madison	4
Martin	9
McDowell	14
Mecklenburg	43
Montgomery	11
Moore	6
Nash	9
New Hanover	10
Northampton	13
Onslow	8
Orange	71
Pamlico	7
Pasquotank	10
Pender	10
Perquimans	6
Person	15
Pitt	16
Polk	2
Randolph	15
Richmond	7
Robeson	15
Rockingham	23
Rowan	28
Rutherford	9
Sampson	20
Scotland	10
Stanley	13
Stokes	3
Surry	5
Transylvania	6
Tyrrell	1
Union	16
Vance	11
Wake	23
Warren	6
Washington	10
Wayne	10
Wilkes	9
Wilson	12
Yadkin	9

INSTITUTIONS REPRESENTED. The following institutions doing work above high school grade were represented in the Summer School by the number of students indicated as follows: The University of

North Carolina, 235; North Carolina College for Women, 111; Meredith College, 43; Trinity College, 31; Elon College, 30; Greensboro College, 30; East Carolina Teachers' Training School, 28; Guilford College, 27; Salem College, 26; Peace Institute, 20; Oxford College, 19; Wake Forest College, 19; Queens College, 19; Flora McDonald College, 17; Davidson College, 14; Littleton College, 14; Chowan College, 13; Carolina College, 12; Davenport College, 12; N. C. State College of A. and E., 11; Louisburg College, 9; Saint Mary's School, 7; Asheville Normal, 6; Blacksburg College (Va.), 6; Catawba College, 6; Randolph-Macon Woman's College (Va.), 6; Elizabeth College, 5; Mount Amoena Seminary, 5; Lenoir College, 5; Agnes Scott College (Ga.), 4; Virginia Intermont College (Va.) 4; Winthrop College (S. C.), 4; Mitchell College, 4; Atlantic Christian College, 3; University of Chattanooga (Tenn.), 3; Converse College (S. C.),3; two (2) each from the following; Hollins College (Va.), Weaver College, Emory and Henry College (Va.), Lynchburg College (Va.), Berea College (Ky.), Harrisonburg State Normal (Va.), Oberlin College (O.), Newberry College (S. C.), University of Virginia (Va.), Hunter College (N. Y.), Roanoke College (Va.), The Citadel (S. C.), Earlham College (Ind.), Woman's College (S. C.), Young Harris College (Ga.), Chicora College (S. C.), Emory University (Ga.); one (1) each from the following: Michigan State Normal (Mich.), Sweet Briar College (Va.), University of Chicago (Ill.), Farmville State Normal (Va.), Meridian College (Miss.), Monmouth College (Ill.), Mary Baldwin Seminary (Va.), Cullowhee Normal, Mount de Sales Convent (Md.), Mount Pleasant Collegiate Institute, College of Charleston (S. C.,), Clemson College (S. C.), Valparaiso University (Ind.), Waseda University (Japan), Harvard University (Mass.), Union Theological Seminary (Va.), Peabody College (Tenn.), Greenville College (S. C.), Limestone College (S. C.), Adelphi College (N. Y.), Mississippi College for Women (Miss.), Belmont Seminary, Bennett College (Miss.), Claremont College, Southern Female College (Miss.), Maryville College (Tenn.), Western Maryland (Md.), Virginia Polytechnic Institute (Va.), Medical College of Virginia (Va.), Columbia University (N. Y.), Ohio University (O.), Coker College (S. C.), Mars Hill College, Bessie Tift College (Ga.).

Eight hundred and fifty-one (851) out of the 1,090, or 78 per cent, had received training above high school against 70.6 per cent last year; 484 out of 1090, or 44.4 per cent, were studying for college or university credit against 38.1 per cent last year, 38.2 per cent in 1919, 34.5 per cent in 1918, and 31 per cent in 1917. Out of the enrollment of 1090 students, 820, or 75.23 per cent, have attended for one or more years an institution of grade above high school. 249, or 22.8 per cent, of the total enrollment are graduates; 130, or 11.4 per cent, have attended from three

to four years; 233, or 21.4 per cent, have attended from two to three years; and 208, or 19.1 per cent, have attended from one to two years.

Denominations Represented. There were 1,061 students who indicated their church affiliation as follows: Methodist, 384; Baptist, 330; Presbyterian, 171; Episcopalian, 63; Christian, 42; Lutheran, 30; Friends, 16; Reformed, 6; Disciples, 4; Moravian, 4; Roman Catholic, 4; Universalist, 3; Jewish, 2; Congregationalist, 1; Christian Scientist, 1.

Courses Given: Teaching Staff

There were 123 courses given in 22 departments. The teaching staff numbered 60, 38 of whom were members of the University's regular staff. Of the remaining 22, 6 were drawn from other colleges and universities, including Harvard, Tufts, Marion Institute, Randolph-Macon, New York University, Texas A. and M. College; 14 came from the public schools, one each from Goldsboro, Winston-Salem, Saint Paul, Minn., Saint Louis, New York City, Birmingham, Ala., Elizabeth City, Rochester, N. Y., Baltimore, Md., 3 from Durham N. C., and 1 each from the State Department of Education of North Carolina, and the Oak Lane Day School of Philadelphia.

Demonstration School

The Demonstration School, under the direction of Professor L. C. Brogden, State Supervisor of Elementary Schools, and Miss Ida Goodner, of the Chapel Hill School, offered selected courses for the elementary grades, one to seven inclusive. There were 88 pupils enrolled who were given special subjects by 4 regular teachers, assisted by several members of the regular summer school staff.

Physical Welfare of Students

As has been our custom for many years, we took every precaution to safeguard the health and general physical well-being of those in attendance upon the Summer School. Dr. Eric A. Abernethy, University Physician, served as Summer School Physician. Mrs. Flora N. Rice, R. N., was in charge of the Infirmary. I quote from the physician's report:

"It is gratifying to report that this has been the best year since the Infirmary has been opened for the Summer School. Approximately 300 students reported sick, not counting a goodly number complaining

of trifling ailments who were not recorded. Of this number 53 students spent a total of 122 days in the Infirmary.

"Among the more serious cases the following are noted: appendicitis, 4; rheumatism, 3; malaria, 5; ankle injury, 7; eye injury, kidney colic, tape worm, pyelitis, and heart lesion, 1 each.

"Seven students physically unable to continue school work were sent home. There was no typhoid."

Social and Recreational Activities

For many years, we have made it a point to provide social activities for those in attendance upon the Summer School, to confine such activities within reasonable limits, and to exercise control over them through a special committee. The social functions were of the same general character as those of previous sessions. Professor A. H. Patterson served as Chairman of this committee and rendered such valuable service that the problem of discipline was made easier for the entire school.

The Y. W. C. A.

For several years the Young Women's Christian Association has been a most active and helpful agency in the religious and recreational life of the Summer School. This organization had entire charge of the religious activities, except the chapel services, and it provided social and recreational programs as well. It conducted the vesper services each Sunday evening; stood sponsor for series of lectures by Dr. Mary R. Noble on "Social Relationships;" conducted weekly study-groups and community "sings;" and did many other things to add to the pleasure, recreation, and comfort of the students.

Miss Laura Dasef, Student Secretary, South Atlantic Field Committee of the Y. W. C. A. served as Secretary. She was assisted by Miss Bess Walkup. These ladies rendered a service that contributed more to the wholesome religious and recreational life of the Summer School than can be appreciated by anyone not in close touch with campus life. The University is deeply grateful to the South Atlantic Field Committee for sending them to us and for its co-operation in maintaining the Y. W. C. A. during our Summer Session.

Lectures and Entertainments

A rich and varied program of entertainment and instruction was provided consisting of public lectures, dramatic performances, and music. Without giving a complete list, mention may be made of the following:

Piano Recital by Madame Sturkow-Ryder, of Chicago.

Three performances by the Carolina Playmakers.

Two performances by the Shakespeare Playhouse Company, of New York.

A music festival under the direction of Professor Paul John Weaver.

A series of three lectures on Jewish History and Literature, by Rabbi Adolph Coblenz of Baltimore, who came to us under the auspices of the Jewish Chautauqua Society of America, and without expense to the Summer School.

A series of nine lectures and round-table conferences on "The Social Objectives of Education," by Professor Henry W. Holmes, Dean of the Graduate School of Education of Harvard University.

A series of illustrated lectures by Professor Lee L. Driver, of Pennsylvania, on "School Consolidation."

A series of illustrated lectures by Dr. A. O. Thomas, State Superintendent of Public Instruction of Maine, on "Rural School Problems."

A series of lectures on "Social Relationships" by Dr. Mary R. Noble under the auspices of the Y. W. C. A.

Lectures or chapel talks by Dr. E. C. Brooks, Dr. J. Y. Joyner, Professor A. H. Patterson, Dr. Collier Cobb, Professor John J. Blair, Miss Margaret Streeter and Dr. H. W. Chase.

Before the Institute of Public Welfare, a report of which is given by Dr. Odum who was in charge of it, the following lecturers appeared:

Dr. C. C. Carstens, Head of the National Child Welfare League.

Miss Georgia Ralph, Professor in the New York School of Social Work.

Mrs. Clarence Johnson, State Commissioner of Public Welfare.

Professor Harry Hopkins, head of the Southern Division of the American Red Cross.

Mr. M. L. Kesler and the heads of other eleemosynary institutions of North Carolina.

Teachers Bureau

The Teachers Bureau was conducted by Mr. E. E. Sams, former Secretary of the State Board of Examiners and now County Superintendent of Schools for Lenoir County. There were over 400 calls for teachers while the Summer School was in session. The Secretary's time was accupied with holding conferences with superintendents, principals, and committeemen who came here looking for teachers; with correspondence from scores of others who wrote us for assistance; and with conference with teachers desiring a change of position or wanting information about the State's regulations governing the issuance and renewal of certificates. There were 323 teachers registered with the Bureau, every one of whom received through the Teachers Bureau from one to a dozen offers of work. Mr. Sams conducted the work of the Bureau in a most satisfactory and efficient manner.

Receipts and Disbursements

For a statement of receipts and disbursements, see statement of the Business Manager shown in the appendix. As will be seen by reference to the statement, the cost of operating the 1921 session exceeded the budget of $15,000 by $4,457.36. This deficit is charged against the Summer School of 1922, and will therefore decrease our budget for next year. In order to keep the Summer School up to its present standard of efficiency, it will be necessary to abandon some courses and to increase our fees. We are drawing year by year increasing numbers of students seeking advanced credit in many departments. The cost of instruction has consequently mounted up until we are faced with the problem of increasing fees or abandoning a considerable number of advanced courses. Our fees are entirely too low for the quality of work we are doing. In my judgment, we shall be obliged to increase our fees in 1922. Even after both of these steps have been taken, we shall probably have to ask in the near future for a larger annual budget than that allowed at present, namely $15,000.

In Conclusion

During the scholastic year of 1920-21 I was absent on leave from the University. At your request, Mr. President, I retained my connection with the Summer School and continued to direct its affairs. In planning the session of 1921 I had to rely in no small measure on the heads of the various departments to work out the numerous details of their respective departments. Without the assistance and co-operation which my colleagues so generously gave in this connection, it would have been practically impossible for me to plan the work of the session. To two of my coworkers in the School of Education, Dr. E. W. Knight and Dr. L. A. Williams, was the Summer School of 1921 under especial obligation for the particular services they rendered in my absence. I have tendered to them all personally my grateful acknowledgement of their services of which I am now pleased to make official record.

Moreover, during my absence, the affairs of the Summer School office were in charge of Miss Louise Coffey, who has served as Secretary of the Summer School for the past four years. The burdensome duties of attending to the correspondence, of getting out the announcement, and of carrying out the plans agreed upon by the heads of the departments and me were discharged so faithfully and so efficiently that, on my return to the office just prior to the opening of the Summer School, everything was in readiness for the opening of the session, and, so far as I was able to discover, no detail of business had been overlooked. It is a pleasure to have the privilege of recording officially such faithfulness and efficiency on the part of one who has so well served the Summer School.

Respectfully submitted,

N. W. WALKER, Director.

Appendix—Business Manager's Statement of Receipts and Disbursements For the Period Ended November 30, 1921

Receipts:		
Tuition	$ 1,060.00	
Registration Fees	10,680.00	
Room Rent	4,293.00	
Laboratory Fees:		
Chemistry	410.00	
Domestic Science	59.00	
Geology and Geography	123.50	
Physics	56.00	
Music	367.00	
Zoology	65.00	
Education	30.00	
Gymnasium	458.00	
Musicals	328.00	
Drayage	161.85	
Appropriation from General Fund	15,000.00	
Total Receipts		$ 33,091.35
Disbursements:		
Salaries	$ 28,609.94	
Wages	3,917.31	
Printing and Postage	922.12	
Office Supplies and Expenses	73.38	
Advertising	104.76	
Telephone and Telegraph	27.20	
Supplies	783.93	
Light and Water Service	530.20	
Travel	95.04	
Lectures	719.50	
Music for July 4th	211.78	
Musical Festival	275.00	
Piano Recital	150.00	
Summer School Orchestra	126.00	
Drayage	328.05	
Refunds:		
Tuition	5.00	
Registration Fees	48.50	
Room Rent	619.00	
Geology Laboratory Fee	2.00	
Total Disbursements		$ 37,548.71
Deficit, or Excess Disbursements over Receipts		4,457.36

The University Extension Division

REPORT OF THE DIRECTOR

To the President of the University:

I have the honor to submit the following report of the University Extension Division for the period November 1, 1920 to October 31, 1921.

Developments and Changes

One of the most important developments during the year has been the constantly increasing demand by the people of the State for the University's extension service. This fact necessitated the development of a definite and unified extension organization centering in the Alumni Building and the employment of full-time personnel to administer the work.

In order that the nomenclature of the extension organization should conform to that now used by a large majority of other state universities, the name "Bureau of Extension'' has been officially changed to "University Extension Division." Under the Division there are thirteen bureaus which are grouped into three departments.

The growth of the University's extension program during the years since its inauguration in 1912 has been due to the splendid co-operation of the faculty under direction of the University Librarian, Dr. L. R. Wilson, and to active interest on the part of the State press. Faculty co-operation and backing by the editors of the State have been the outstanding features of this year.

Full-time extension personnel has made possible the development of a new side of the extension service, that of an increased number of personal contacts with the people of the State through two field agents and the field promotional work of the director. An ever increasing amount of such personal contact is essential to the development of efficient extension service.

Work of the Division Overhead

The scope of this work, of which the director and secretary of the University Extension Division have charge, includes general administration, promotion, publicity, and business administration covering office management, accounts, publications, and the mailing room.

Miss Louise M. Venable was appointed secretary of the Extension Division to have charge of business administration succeeding Miss Nellie Roberson, who became chief of the newly organized Bureau of Public Discussion.

A carefully planned budget for all extension activities was put into effect July 1, 1921, and a cost accounting system was installed at the same time. Complete receipt and disbursement records are available at all times.

Publications

Nineteen publications, exclusive of the *News Letter*, were issued during the year. There were also five *Extension Circulars* and the same number of *Extension Letters*. Several of these bulletins were prepared at the request of various organizations in the State and thus were more widely used than if issued promiscuously. Many of these publications have received special praise in the State and Nation, and the demand for certain of them has been such as to exhaust the supply. The director wishes to acknowledge here the very distinctive services rendered by those members of the faculty who prepared these publications.

On September 1, 1921, a new series called the *University of North Carolina Extension Bulletin* was inaugurated. This succeeds and combines the *Extension Leaflets* and *Extension Series Records*. The following is a list of all extension publications issued during the year:

Extension Series Records

No. 38.	The Construction of Schoolhouses	1,600
No. 39.	The Teaching of Geometry	1,500
No. 40.	Collective Bargaining	3,500
No. 41.	N. C. Club Year Book. State Reconstruction Studies	3,000

Special Bulletin

No. 1	Design and Improvement of School Grounds	2,000

Extension Leaflets

Vol. IV.	No 1.	Constructive Ventures in Government	2,000
	No. 2.	Construction of Farm Telephone Lines	5,000
	No 3.	Extension Courses and Lectures	2,000
	No. 4.	Library Extension Service	3,000
	No. 5.	Community and Government	2,000
	No. 6.	Music in the Public Schools	2,500
	No. 7.	A Study Course in Modern Drama	3,000
	No. 8.	Community Music Methods and Materials	2,000
	No. 9.	High School Athletic Contests	1,200
	No. 10.	A Study Course in American Literature	3,000

News Letter

Issued 50 times a year to mailing list of 20,000 names 1,000,000

Extension Bulletins, New Series

Vol. I.	No. 1.	University Extension Service	5.000
	No. 2.	Extension Lecture Service	4,000
	No 3.	Correspondence Courses	8,000
	No. 4.	Bureau of Public Discussion	2,500

Extension Circulars

No. 7.	Community and Government	7,000
No. 8.	A Study Course in Modern Drama	1,000
No. 9.	Studies in American Literature	1,000
No. 10.	Design and Improvement of School Grounds	1,000
No. 11.	Announcement and Regulations of the State High School Debating Union	1,000

Extension Letters

No. 2.	Home Study Division	1,500
No. 3.	The Community and Government	1,500
No. 4.	Design and Improvement of School Grounds (To Club Women)	600
No. 5.	Design and Improvement of School Grounds (To School Officials)	500
No. 6.	Announcement of Service of Extension Field Agents	800

Miscellaneous Booklets

High School Football Regulations	500
Correspondence Courses. Information for Teachers	5,000
Total	1,078,200

Other Activities

The director began in the fall of 1921 a series of trips and personal visits to practically all towns and cities of the State. The object of these trips was to speak at county and city teachers' meetings, Rotary and Kiwanis club luncheons, etc., stimulating the use of the various lines of extension service. In each community conferences were held and the Extension Division's program explained to the following groups of people: Alumni, school superintendents, county agents, librarians, editors, legislators, secretaries of Rotary, Kiwanis, and Civitan clubs, commanders of the American Legion, Y. M. C. A. secretaries, and secretaries of chambers of commerce.

It is impossible to estimate the amount of mail received during the year or the number of form or personal letters sent out. The volume of this work has steadily increased, and had such records been kept, the totals would have reached many thousands.

Recommendations

In order that the University Extension Division may handle effectively and efficiently the volume of work demanded of it, the following recommendations are offered:

1. That all full-time extension personnel be brought together in the Alumni Building as soon as more office space is available.

2. That beginning with the next fiscal year (a) the budget for the various bureaus be increased in order to provide for the necessary expansion; and (b) the budget for the division overhead be increased so as to admit of the employment of a full-time man to take charge of the correspondence courses, extension teaching, and publicity work of the Extension Division.

3. That funds be made available for the employment of a full-time personnel to administer certain lines of extension work, since it is impossible for members of the faculty, who are already working up to the limit, to respond to more than a few of the many calls for service. Such personnel should be recommended by the school or department concerned, but should be paid by and under the direction of the Extension Division. This applies to all general lines of extension and particularly to obtaining instructors for extension classes out in the State.

Work of the Various Bureaus

The work of each bureau of the Extension Division has shown rapid growth during the year. The reports of the services of these bureaus, made in full to the director by those in charge, are briefly summarized below.

High School Debating and Athletics

Mr. E. R. Rankin, associate director of extension, has had charge of the high school debating and athletic work since its origin in 1912.

Two hundred high schools in 92 counties took part in the ninth annual contest of the High School Debating Union. The subject of collective bargaining through trade unions was discussed, and the Durham high school won the Aycock Memorial Cup.

The number of schools taking part in the high school athletic contests in the course of the year was 129. The Chapel Hill high school won the contests in football, basketball, and track. The Red Oak high school won the baseball contest. Oak Ridge Institute won the tennis doubles, and the Raeford high school won the tennis singles.

For the use of the schools taking part in the contest of the High School Debating Union, there was published a 64-page handbook entitled "Collective Bargaining (Extension Series No. 40)," the issue of the University of North Carolina Record for November 1920. An Ex-

tension Leaflet (May, 1921), entitled "High School Athletic Contests," was also issued. This leaflet traces the development of State championship contests in high school athletics.

In the prosecution of the work of the Bureau for the twelve-month period 8,000 pieces of first class mail were sent out. In this total there were approximately 6,000 letters and 2,000 circular announcements.

Educational Information and Assistance

Throughout the year, several members of the faculty of the School of Education in carrying out the program of field work of the School, and in co-operation with Extension Division, have given information and advisory service, have completed a number of school surveys, and have answered hundreds of letters of inquiry from school officials relating to every conceivable phase of educational procedure.

Four correspondence courses are offered through the Extension Division. In addition, Dr. E. W. Knight is teaching the first extension class for credit over organized by this University. This class meets at Hillsboro every other Saturday and has an enrollment of 65 Orange County teachers.

More calls for lectures and addresses were received by the individual members of the faculty of the School of Education than could possibly be accepted. A more detailed account of the field work of the School of Education is to be found in the report of Dean Walker.

Public Discussion

Three activities of the University Extension Division formerly known as the Package Library Service, Women's Clubs Division, and the General Information Service, have been grouped under what is now called the Bureau of Public Discussion. Miss Nellie Roberson has been placed in charge of this Bureau, which includes also the Home Reading Service, work with parent-teacher associations, and the Group Discussion Service. During the year Miss Roberson has been in touch with and rendered assistance to practically all the women's organizations in the State.

The Women's Clubs Section registered for study programs 133 clubs consisting of 2,520 members, of whom 1,585 were North Carolinians. The number of books and pamphlets sent to clubs in this State amounted to 1,850. Four club study programs for literary, civic, and social service clubs were prepared by members of the faculty. In addition to those clubs receiving regular aid, letters come in daily from clubs asking for special assistance in programs they themselves have planned.

The Package Library Section has been built up by Miss Ione Markham under the supervision of Dr. L. R. Wilson. In the past twelve months there have been mailed in response to requests 1,388 package libraries consisting of 4,397 pieces as compared with 942 package libraries and 2,385 pieces during the preceding year. Closely allied to the package library work is the General Information Section, which sent out 1,734 letters in answer to inquiries for information, some of which entailed no small amount of investigation.

The Home Reading Course Section enrolled 26 people who received guidance and inspiration in reading selected lists of standard books. Debating among adults is stimulated through the Group Discussion Section.

Co-operating with the School of Education, the Parent-Teacher Association Section has served the parent-teacher groups of the State by assisting in organization, by giving information on local problems, by distributing literature, and by providing programs for meetings. This work, although not begun until the latter part of the year, shows an enrollment of 30 parent-teacher associations and many more are asking for assistance.

Community Drama

The work of the Bureau of Community Drama has grown steadily and its accomplishments for the year 1921-1922 are summarized as follows:

1. *Pageantry:* Widespread interest in pageantry was aroused by the production in Raleigh, in the fall of 1920, of the Tercentenary Pageant-Drama, "Raleigh: The Shepherd of the Ocean," written by Professor Frederick H. Koch. In Wilmington, "A Pageant of the Lower Cape Fear" was written co-operatively under the personal supervision of Professor Koch and produced on June 7-9 with great success. "An Historical Pageant of Halifax County" was written co-operatively by the county teachers under the direction of this Bureau and produced on May 11.

The Bureau has aided the local committees by supplying historical material, personal direction in writing and organizing the pageants, and in obtaining for them trained pageant directors. Plans are under way for the production of original pageants at Red Springs and Greensboro, and in Harnett and Warren counties.

2. *General Field Work:* Miss Elizabeth A. Lay is full-time field agent for the Bureau, although part of her time is devoted to assisting in the work of the Carolina Playmakers. Her services are available to schools and other organizations for assistance in production, scene-

painting, and stage designing. She is also available to local dramatic organizations in directing the production of home-talent plays. Last spring Miss Lay aided in producing the pageant in Halifax County. In Buies Creek she supervised the construction of a stage and scenery.

3. *Play-Book Service:* Three hundred packages of play-books, pageants and other material were sent out in response to requests, and personal letters of advice were written in each case. About a hundred performances were reported as a result and it is evident that this form of service is promoting the production of a better standard of drama in the State.

4. *Bulletins:* Professor Koch and Miss Lay prepared two bulletins called "Plays for Amateurs" and "A Study Course in Modern Drama," the latter a program for women's clubs.

5. *Lectures:* In order to stimulate interest in community drama throughout North Carolina, Professor Koch gave twelve lectures in various cities of the State.

6. *The Carolina Playmakers:* With a view to demonstrating to other communities in the State the possibilities of native playmaking, the Playmakers made their first State tour May 7-14. Two tours, to the eastern and western sections of the State, are planned for 1921-1922.

7. *Community Dramatic Organizations:* The interest in community drama is growing. Organizations called Community Players have been formed in Raleigh, Greensboro, and Wilson. Many other towns and cities are beginning this work. The Bureau is planning to promote co-operation between these independent groups by the establishment of an Institute for Dramatic Workers to be held annually at Chapel Hill. The first one is planned for March, 1922.

Economic and Social Surveys

The field activities of the department of Rural Social-Economics at the University during the last year are as follows: (1) thirty-six addresses by E. C. Branson, head of the department, and four by S. H. Hobbs, Jr., department assistant; (2) thirty-two special county studies; (3) sixty-five studies of State-wide range, twenty-four of which have been given to the public in the University News Letter; (4) work in behalf of improved county government; (5) thirty-five hundred letters in answer to inquiries about life and business in North Carolina; (6) daily work with one hundred students in laboratory studies, mainly upon North Carolina social situations and problems; (7) studies of North Carolina, urban and industrial life, with the North Carolina Club, the bulletin of which will be ready for publication December 1.

The *University News Letter* appeared fifty times during the year, carrying many special studies worked out in the laboratory. Its cir-

culation has been increased to approximately 20,000. Concerning the value of the *News Letter*, the following is quoted from an editorial which appeared in the *Greensboro Daily News* for November 11, 1921: "Unlike the product of the newspapers, the stuff in the *News Letter* is of imperishable value. It has compiled an immense amount of vital knowledge, and interpreted these facts of State life in an illuminating manner."

The department library has been steadily enlarged and material from its shelves and files has been constantly used throughout the State.

The 3,500 letters received called for information on an infinite variety of subjects in which North Carolinians are interested and active. No one except persons actually searching for such information can comprehend the amount of time, attention, and drudgery involved.

Community Music

The special activities of this Bureau, of which Professor Paul John Weaver has charge, have consisted of a number of lectures on different aspects of music; in conducting at various points in the State community "sings" in which approximately 15,000 people participated; and in the preparation of two publications, one to aid in the development of music in the public schools and the other on community music methods and materials for the assistance of those engaged in stimulating this form of community work. Several requests for organ recitals have already been received, and it is hoped that a number of these may be arranged during the year. Some of the places visited by Mr. Weaver in connection with this work are Rocky Mount, Salem College, Leaksville-Spray, Kinston, Trinity College, Greensboro, Durham, Winston-Salem, Charlotte, and Salisbury.

Design and Improvement of School Grounds

That the establishment of this Bureau was a timely step has been evidenced by the number of calls for its assistance from all parts of the State. Under the direction of Dr. W. C. Coker, Miss Eleanor Hoffman made 19 requested visits as follows: Cypress Street School, Greensboro; Laura Sunderland Memorial School, Concord; Charlotte; North Wilkesboro; Sanford; Maxton; Aberdeen; Norlina; two schools in Roanoke Rapids; Weldon; Conetoe; Leggett; Virginia Street School, Goldsboro; Conover; Thomasville; Boone; Olive Hill, and Mebane. She also made a number of unrequested visits, chiefly for inspection purposes, including the schools of Jamestown, Graham, Dover, Smithfield, Nashville, Selma, LaGrange, Kinston, New Bern, Wilmington, and Fayetteville. Blueprints showing planting plans for school grounds were made and sent to 16 schools.

The work of the winter quarter included the publication of a bulletin entitled "Design and Improvement of School Grounds," by W. C. Coker and Eleanor Hoffman; the improvement of the Chapel Hill school grounds; and the making of a detailed map of the Arboretum. Later, copies of the planting plans of a number of home grounds in Chapel Hill were made.

Upon the resignation of Miss Hoffman, Mrs. Walter J. Matherly was chosen to take up the work of field agent. Since the beginning of the fall term her work has been as follows: A survey of the Arboretum with observations as to the effect of three-months' drought on plantings; maps of the park and playgrounds of the Durham Hosiery Mills, which had been laid out by Dr. Coker; a map of the grounds of the R. H. Lewis School of Raleigh; and the collection of suitable material for lantern slides to be used in illustrated lectures, which have been requested by various organizations. Material is also being assembled for the preparation of a bulletin on the improvement of factory grounds.

Municipal Information and Research

Members of the faculty of the School of Public Welfare are conducting a variety of extension projects. A complete account of this work is given in the report of the Director of the School. One of these projects, the Bureau of Municipal Information and Research, which is under the direction of Dr. Odum, has rendered the following services:

1. Planning and executing the very successful Town and County Conference held at Chapel Hill, September 19, 20 and 21, 1921. This conference received recognition in the State and the Nation, and the timeliness of its work was evidenced by the publicity and editorial commendation given it and by the success it achieved. Dr. Odum has prepared a full report of this conference which will be issued in the form of an Extension Bulletin.

2. Another plan being put into effect is the establishment of a cooperative basis upon which the University may work with the North Carolina towns and their officials in a very practical way.

3. The Bureau stands ready to render the usual service in library reference and extension reading and in the direction of plans and efforts wherever desired.

Community Development

Another extension activity of the School of Public Welfare is the Bureau of Community Development. This Bureau was established for the purpose of giving information and assistance to communities interested in plans for social betterment. Its projects are briefly stated below.

1. In two communities a recreation program has been worked out in the public schools. Plans are under way for a complete social service program in one city. Another city has been given definite assistance in planning for a council of social agencies.

2. An Extension Bulletin called "The Rural School Playground" is to be issued. Two other bulletins are in preparation, one a manual of community organization and the other on the subject of parent-teacher associations.

3. Requests for the above-mentioned services and other contemplated programs of this Bureau have been received in sufficient number to indicate that it will grow rapidly as soon as equipment and office facilities are provided.

Commercial and Industrial Relations

Dean Carroll reports the following extension program on the part of members of the faculty of the School of Commerce, as rendered through the Bureau of Commercial and Industrial Relations: 1. Advice in establishing plant newspapers. 2. Survey of business resources. 3. Eight lectures to factory councils, chambers of commerce, Kiwanis Clubs, etc. 4. Survey of Durham trade area. 5. Responses to requests for reading lists on business topics.

In addition to the above, several lines of work are contemplated and will soon be under way. An Extention Bulletin on employment problems is to be written. There is being planned a series of leaflets which it is hoped may develop into an investment service under the supervision of Professor Walter J. Matherly. A series of short courses and conferences is likewise being planned. It is hoped also that definite and adequate provision may be made for extension classes in nearby industrial and commercial centers.

Correspondence and Class Instruction

From nine students during the early part of the year, the enrollment in correspondence courses has been increased and now numbers 111 students, of which 41 are working for credit toward a degree. A majority of the remainder are working either for reading circle or certification credit. Among these students are teachers, bookkeepers, farmers, clerks, housekeepers, college students, preachers, lawyers, magazine agents, army officers, and bank cashiers.

The number of courses offered has been increased from 11 to 18. The total number of pieces of first-class mail sent out by Miss Mary Cobb, secretary of the Bureau, is approximately 7,800.

One extension credit class was organized during the year. Others will be organized as soon as full or part-time instructors are available to teach them.

Extension Lectures

During the year the Bureau of Lectures received nearly 100 requests from communities in all sections of the State. It was able to fulfill a total of 61 engagements. This total includes only those made by members of the faculty which were scheduled by and reported to the Extension Division.

A large number of extension lectures, individually requested, were made by members of the faculties of the School of Education, Department of Rural and Social Economics, School of Public Welfare, School of Commerce, College of Liberal Arts, and School of Applied Science.

While many lecture requests will always come directly to the various members of the faculty, there are advantages in their being reported to the Extension Division. For instance, in case of all lectures so reported in advance reimbursement for all travel expenses incurred is made to the lecturer immediately upon his return, the Division assuming responsibility for collection from the organization for which the lecture is given. A travel advance is also supplied to such lectures as apply for it.

Short Courses and Institutes

Occasionally there have been held at the University short courses for teachers of community schools for adults, community service directors, and welfare workers. Also, in co-operation with other organizations in the State, institutes have occasionally been arranged on good roads, county life, and state and county councils.

It is expected that as soon as a hotel is built in Chapel Hill this kind of extension problem will be greatly developed. It is hoped that members of the faculty will take the initiative in organizing short courses or institutes for several of the following groups: merchants, bankers, doctors, manufacturers, secretaries of chambers of commerce, parent-teacher associations, women's clubs, dramatic organizations, welfare workers, school superintendents and teachers, etc.

Respectfully submitted,

CHESTER D. SNELL, Director.

Report of the Librarian

To the President of the University:

I have the honor to present the statistical report of the Library for the fiscal year July 1, 1920 to June 30, 1921, together with additional information covering the general work of the Library to October 31, 1921.

Library Passes the 100,000 Mark

For many reasons the year has been the most notable in the history of the Library. Five of these, at least, should be specifically mentioned: (1) after one hundred and twenty-seven years the book collection passed the 100,000 mark and thereby became one of less than six of that size in the South; (2) the acquisition of new volumes for the year—5857—was greater than that of any previous year; (3) the University approved a budget for 1921-22 of $45,000 for Library purposes, thereby adding $12,500 to the book fund; (4) the Budget Committee worked out a comprehensive plan for the orderly constructive enlargement of the book collection through a well balanced distribution of funds to the various departments and schools; and (5) throughout the year, in all departments of the Library, the use of books and periodicals, by students, faculty, and citizens of the State at large, exceeded all previous records.

Meeting Requirements of the Growing University

By means of the increased appropriations, provision has been made for increasing the resources of all deparments and a definite effort has been made to strengthen the work of the Graduate School through the supplying of technical treaties which heretofore could not be acquired, but which were absolutely essential in carrying on special investigations. The advance in this field, while far from what it should and must be, is particularly gratifying.

Phillips Hall Library Equipped

A further distinctive expansion was provided for in the equipment of the departmental library of Phillips Hall in which shelving, tables, chairs, desks, etc., were installed sufficient to accommodate 5000 volumes, the expenses involved being approximately $1,750.00. Additions were also made to the physical equipment of the libraries of the School of Medicine and the department of Rural Social Science.

The North Carolina Collection

Growth in the North Carolina Collection has been most pronounced. The publications secured during the previous year from the family of the late Kemp Plummer Battle, the family of Mrs. June Spencer Love, Mrs. Thomas McDowell, Dr. Charles Lee Raper, Miss Christine Fisher, and others have been embodied in the collection; and additional acquisitions of special significance have been secured from Mrs. H. A. London, Mr. W. W. Scott, Mrs. A. W. Belden, Mrs. J. E. Ray, Mr. J. C. Taylor, Mrs. Julia Graves, Mr. J. B. Sherrill, Mr. J. A. Warren, Mrs. Ernest Blair, Mrs. C. D. McIver, and others whose names appear in the appended list of donors. It has been particularly gratifying to secure the bound files of the *Lenoir Topic*, 1875-1898, and the *Chatham Record*, 1880-1920, and of a number of Salisbury papers published between 1820 and 1840. The total acquisitions for the year have been 923 bound volumes and 3781 pamphlets. The Library gratefully acknowledges the continued interest and assistance of Mr. John Sprunt Hill in increasing the usefulness of the collection.

Administration

The Library has been administered during the year by the librarian, the assistant librarian, four assistants in charge of departments, a secretary, and seven student assistants. The funds of the Library have been allotted by the Budget Committee; and the purchases for the General Library, as distinct from the schools and departments, have been made through the librarian and the Library Book Committee. To all members of the Library staff and committees I am indebted for their faithful service throughout the year. In order to handle adequately the increased work of the loan desk and to systematize the administration of departmental libraries, Miss Nell Blair has been added to the staff to have charge of loans, and Mr. C. M. Baker has been placed in charge of departmental collections.

Twenty Year Summary

Ten years ago I had occasion to summarize the first ten years of my administration of the Library. Again, at the end of a second ten year period of service, I wish briefly to set down certain facts relative to the steady expansion of the Library as an organic part of the University.

1. *Personnel.* In 1901 the Library was administered by the librarian, then a student pursuing courses leading to the degree of Master of Arts, and two student assistants. As indicated in the foregoing paragraph entitled Administation, the trained, professional staff numbers eight and the student assistants seven.

2. *Volumes and Annual Acquisitions.* At the end of 1921 the book collection numbered 38,593 as against 101,503 today, the average annual acquisitions at the beginning of the period being approximately 1200 and at the end 5500. Distinctive collections, such as those in North Carolina, Chemistry, and English, to mention only three, were in a sense only at their beginning, and the appropriation for use by the individual departments was only $30 each annually.

3. *Building and Equipment.* The present Carnegie building was completed in 1907, taking the place of Smith Hall. In addition, Smith Hall has been utilized for the Law library, and special library equipment has been provided outside the General Library for the following departments and schools: Chemistry, Botany and Zoology, Medicine, Rural Social Science, Pharmacy, Physics, Electrical Engineering, Civil Engineering, and Mathematics. The Carnegie building represents an expenditure of $73,796.29 and $7,500 or more has been spent on departmental library equipment.

4. *Finances.* In 1901 the total spent for books was $1,541.32, in 1920-21 $12,977; the budget for this purpose for 1921-22 is $21,850. The total expenses (spent or allotted) were: 1901-02 $2,600.02; 1920-21 $30,478.59; 1921-22 $45,000. In 1907 an endowment of $55,000 was raised for Library purposes, and in 1917-18 Mr. John Sprunt Hill began contributing $900 (later increased to $1000) annually to enlarge the North Carolina Collection. In 1918 two special appropriations were made by the University to acquire the Herty Collection in Chemistry and the Weeks Collection of North Caroliniana.

5. *Service.* In 1901 the Library served primarily the student body of between four hundred and five hundred members. Today it serves the sixteen hundred students and the enlarged faculty in a far more satisfactory way than formerly, and reaches through its package service residents in every part of the State. Its collections and journals are practically indispensable to the editors of the scholarly publications of the University and the work of the Graduate School. In 1904 it assisted in the foundation of the North Carolina Library Association; in 1909 it helped in securing legislation establishing the North Carolina Library Commission; and in 1912 it assisted in the inauguration of the Bureau of Extension of the University. From 1904 until the present it has offered courses in the use of books and library methods, and has constantly pointed out to the students the importance, not only of reading, but particularly of acquiring the ability to handle books intelligently in the acquisition of information.

Recommendations

Last year, in presenting recommendations for your consideration, I laid particular emphasis upon the material enlargement of the ap-

propriation for the purchase of books and the formulation of a budget plan by which the collections of the various departments and schools, as well as of the General Library, could be effectively built up. I am glad to be able to report that the appropriation has been largely increased, and that plans for its wise expenditure have been worked out and put into operation.

This year, I wish to direct your attention to two major considerations:

1. *New Library Building.* The first is the immediate necessity of providing a new Library building, or the very decided enlargement of the present one. In making this recommendation, I need not refer to the increased size of the student body of 1921-22 over that of 1906-07 when the present building was erected. Nor is it necessary to say that the $50,000 type of building then prevailing on the campus fails to supply the Library facilities demanded by the campus today. And we all know that, in view of the part which the thoroughly equipped library plays in the modern American university today, the requirements for special and general reading rooms, for stacks and special libraries, for seminar rooms and offices for instructors, for clerical and cataloguing space, for collections of maps and prints and bound newspapers, for repair shop and bindery, for recitation rooms for classes in Library science, for toilet and other facilities—I say we all know that the requirements for these Library essentials must be provided, Space adequate to make possible this expansion, must be provided, and the consideration of plans involving the expenditures of from $350,000 to $500,000 at least, whether for the enlargement of the present building or the erection of another at a more central point, must be begun at once.

Two further aspects of this question present themselves: the location of the Library and the multiplication of departmental libraries. In consequence of the new plan of campus extension adopted by the Trustee Building committee, the present Library building becomes far removed from the center of the campus. The ideal location for the library would naturally be in the physical heart of the campus, where it would be easily accessible to everyone. Unless it is near the center, and unless it is sufficiently spacious to supply library facilities for all departments which properly look to the General Library for their accommodation, additional departmental libraries will have to be provided in other buildings, a result which, to my mind, is highly undesirable, in that it involves an unnecessary and expensive duplication of catalogues, miminizes the use of the bibliographical aids which can be provided only in the General Library, and, while decidedly decreasing the efficiency of administration, materially increases the cost of it.

2. *Increased Endowment and Special Funds.* The second consideration is that of increasing the present endowment of the Library and

securing, from time to time, special funds for the acquisition of distinctive collections. Since 1906, when $55,000 was raised for endowment to match the fund given by Mr. Carnegie for the erection of the building, no additional endowment has been sought. Certainly after these fifteen years of growth in financial resources in North Carolina and in genuine appreciation of the value of library facilities to an institution and a people, it should be possible to secure additional funds of this nature. Patriotic alumni and citizens should be eager to assist in this way in making possible a sounder scholarship and a finer culture for the sons and daughters of North Carolina. At all events, the opportunity should be, and must be, presented to them.

It is also distinctly to the disadvantage (I might say the discredit) of the University that the Library has so few special funds with which to acquire libraries in special fields. From time to time when rare collections are on the market, the Library ought to be able, through special gift, bequest, or otherwise, to acquire them.

While this condition obtains at all times, it is especially important now that an unusual effort be made to acquire libraries abroad. The low exchange rate on the mark, the franc, the pound, and other foreign monies, coupled with the fact that many special libraries are now being thrown upon the market which may never be procurable again, makes this the time of times for economical purchases. If possible, a representative should be sent abroad, and every effort should be made to utilize this opportunity to the limit. Now, if ever, is the time to buy abroad, and the opportunity must not be missed.

In this connection, I wish to say a final word. It has taken the University one hundred and twenty-seven years to build up a book collection of one hundred thousand volumes. Other universities, in half the time, have passed the 500,000 mark; while others as old or older have gone beyond the 1,000,000. The irreducible minimum of additions for the next ten years should be 150,000, or a total of 250,000 by 1931. If the University is to have a Library which will support the work of its departments and schools, if the instruction and investigation carried on in the classrooms and laboratories is to be soundly based, if the students who go out into the increasingly complex life of the State and nation are to be adequately equipped, if the scholarly attainment of the University is to be as high as it can and should be, certainly this objective is the minimum for which we should strive.

Further Recommendations

Other matters which should receive your consideration are:

1. *Bibliographical Aids.* Provision should be made for securing the Library of Congress card catalogue, the printed catalogue of the British Museum, and other catalogues and bibliographical works of special

value to advanced students and investigators. At present those publications are not available in North Carolina, and it is highly important that the University should have them for the use of its faculty and special investigators.

2. *The North Carolina Collection and Publications.* In recent years the Library has made a special effort to develop its collection of material relating to North Carolina. A complete canvass of the State should be made and all local collections acquired which may be available. At the same time a series of publications should be undertaken through which important papers and manuscripts in the collection could be made accessible to the public.

3. *Library Courses.* The University should establish sufficiently extensive courses in library science and administration as to equip young men and young women as librarians. Courses in literature, history, the ancient and modern languages, and science, together with special courses in library methods, might well be given to this particular end and a definite service rendered to the State and to the South.

4. *Material Equipment.* The interior of the present building should be repainted, the lighting should be improved, the large room in the basement should be equipped for the headquarters of the package library service, and such additional equipment should be provided as is essential to the carrying on of regular library duties.

Library Statistics, 1920-1921

The following statistics indicate the activities of the Library during the year.

ACQUISITIONS

Gifts from Individuals, Private North Carolina Societies, and Societies and institutions from other states	1,698
Gifts from North Carolina Government and Departments	283
Gifts from North Carolina Government and Departments	89
Bound volumes from bindery, previously unbound and uncataloged	770
Volumes through purchase	2,583
Weeks collection accessioned and cataloged	434
Total number of books received this year	5,857

Total number of volumes in Library	99,771
Total number of volumes in the Library October 31st	101,503
Total number of periodicals received	930

NEW PERIODICALS

Among subscriptions for periodicals not taken before 1920-21, or not previously included in the Library report, but placed on the Library's permanent list during the year, are the following: *Administration,*

American Journal of Criminology, Asheville Times, Better Times, Case Records, Columbia Law Review, Commercial and Financial Chronicle, Etude, Eugenics Review, Everygirl's Magazine, The Family, Geological Magazine, Geologisches Centralblatt, Journal of International Relations, Journal of Mental Hygiene, Law Times Weekly, Management Engineering, Mining and Scientific Press, Mother and Child, Musical Digest, Law Reports, Oil and Gas Journal, Poetry, La Prensa, The Reviewer, Southern Textile Bulletin, Woman Citizen.

CIRCULATION AND EXTENSION

Books loaned at desk	48,000
Books and pamphlets mailed to Women's Clubs	1,972
Books and pamphlets mailed to Schools, etc	4,697
Letters in answer to inquiries for information	1,734

Library Finances, 1920-1921

RECEIPTS

W. H. Baker Co	$ 1.32	
Carolina Playmakers (telephone)	7.15	
Endowment	3,583.69	
Extension	248.06	
Fees	5,500.00	
Fines	19.50	
John Spruit Hill Fund	1,004.97	
W. J. Matherly's Class	10.00	
Returned Check	.82	
Miss M L. Thornton	37.00	
L. R. Wilson	20.00	
University Appropriations for Books	1,580.00	
University Appropriations for Light, Heat, Water and Janitor	1,000.00	
University Appropriations for Salaries	14,925.00	
		$ 27,937.51
By Deficit	2,541.08	
		$ 30,478.59

DISBURSEMENTS

Deficit from 1919-20	$ 1,300.32	
Binding	1,206.92	
Books and Periodicals for Endowed Departments	3 261.50	
Books and Periodicals for Unendowed Departments	4,259.85	
Books for General Library and Summer School	1,293.87	
Building and equipment	50.00	
Express and Freight	367.18	
Extension	156.00	
Light, Heat, Water and Janitor	1,000.00	
Periodicals for General Library	791.07	
Printing	75.40	
Salaries charges to Library, $307.50; University, $14 925	15,232.50	
Supplies	564.90	
Telephone and Telegraph	60.59	
Traveling expenses	150.00	
Journal entries	708.49	
		$ 30,478.59

DESK ACCOUNT

RECEIPTS

From 1919–20	$ 38.63	
By fines, fees, etc	508.12	
		$ 546.75

DISBURSEMENTS

To expenses itemized in librarian's book	450.78	
Deposited with Treasurer	19.50	
Balance due 1921–22	76.47	
		$ 546.75

List of Donors

In addition to the gifts previously mentioned, the Library has received gifts of books, pamphlets, papers, etc., from the following sources:

Mrs. R. R. Alley, American Academy of Ophthalmology and Otolaryngology, American Book Company, American Proctologic Society, American Red Cross, Southern Division, Mrs. Adelbert Ames, Amherst College, John H. Anderson, N. M. Anderson, A. B. Andrews Estate, M. B. Andrews, University of Arkansas, C. A. Ashby, F. P. Bacon, Mrs. Ernest Bain, Charles M. Baker, Marian Baldwin, Bankers Trust Co., N. Y., P. Hamilton Baskervill, John Foster Bass, Family of Dr. K. P. Battle, Mrs. A. W. Belden, J. M. Bell, Mrs Oliver H. P. Belmont, Bernice Pauahi Bishop Museum, Harriet M. Berry, John D. Berry, *Biblical Recorder*, Biological Society of Washington, Birmingham, Ala., Public Library, J. C. Bivens, Dorian H. Blair, F. O. Bowman, J. P. Breedlove, J. K. Brick Agricultural, Industrial and Normal School, British Museum, R. L. Brown, Brown University, T. E. Browne, Mrs. H. R. Bryan, Mrs. N. Buckner, Bureau of Social Hygiene, W. H. Burgwyn, John Burnham & Co., Mrs. Paul Butler, University of California, Canada Commission of Conservation, Canadian Government, Thomas Capek, Carnegie Endowment for International Peace, Carnegie Foundation for the Advancement of Teaching, Carnegie Institution of Washington, *Charlotte Observer* Printing House, Charlotte Public Library *Chicago Daily News*, Walter Clark, William Clifford, Susanna Cocroft, W. C. Coker, J. R. Collie, Leon E. Cook, Frederick Gleason Corning, Arundel Cotter, Frederic R. Coudert, Mrs. C. E. Craven, J. B. Craven, A. W. Crawford, W. C. Crosby, W. M. Curtis, James Roscoe Day, Dearborn Publishing Co., Detroit Board of Trade, Dialectic Society, J. B. Douglass, Lillie Duke, J. E. Eckert, Edwards & Broughton, Oscar O. Efird, Ernest Kempton Adams Fund of Columbia University, W. W. Faison, Federal Council of the Churches of Christ in America, Flora Macdonald College, William L. Foushee, "Friends of Irish Freedom," Mrs. A. M. Gates, General Electric Co., Geological Survey of Georgia, Georgia Peabody College for

Teachers, Girl Scouts, Inc., W. Ben Goodwin, W. A. Graham, Edwin Greenlaw, Greensboro College for Women, J. Bryan Grimes, Hackney & Moale, Halifax Co. Pageant Association, J. G. deR Hamilton, J. H. Hamilton, J. H. Hanford, W. A. Harper, Mrs. W. N. Harris, E. A. Hawes, Archibald Henderson, Hercules Powder Co., Clemens Herschel, Hickory *Record*, David Reid Hodgin, L. M. Hoffman, F. N. Hoffstot, W. F. Hollingsworth, Mrs. Janie Hollman, Holland Holton, Herman Harrell Horne, Mrs. Claudia Hunter, G. C. Huntington, Mrs. G. C. Huntington, Illinois State Historical Library, University of Illinois Library, Indiana Government, Mrs. A. M. Ingold, Iowa State Historical Society, Japan Society, Johns Hopkins University, Peter Johnson, Family of Joseph Henry Johnston, Ada Alice Jones, Mrs. W. N. Jones, Judge Baker Foundation, Government of Kansas, W. R. Kenan, Jr., C. W. Keyes, A. C. Kimrey, Henry B. King, J. J. King, Kinston Chamber of Commerce, E. W. Knight, F. H. Koch, B. Kuppenheimer & Co., Mrs. B. R. Lacy, J. Van Lindley Nursery Co., G. E. Lineberry, Representative of Lithuania in America, H. M. London, Cornelia S. Love, E. P. Lowe, Luther League of Holy Trinity Evangelical Lutheran Church, Raleigh, N. C., Macbeth-Evans Glass Co., John McCampbell, John Henry MacCracken, F. Brevard McDowell, Mrs. J. McDowell, J. B. McDowell, W. A. McGirt, Mrs. C. D. McIver, C. B. McNairy, Eva Malone, Hunter Marshall, Jr., Maryland Educational Department, State of Massachusetts, W. J. Matherly, Meredith College, J. Van B. Metts, Michigan Health Department, Michigan Historical Commission, University of Michigan, John Moody, R. L. Moore, John Motley Morehead III, John R. Mott, National Consumer's League, National Industrial Conference Board, Nebraska State Historical Society, Nelson Chesman & Co., New York Agricultural Experiment Station, New York City Department of Health, New York City Board of Water Supply, New York *Times*, University of the State of New York, Government of New Zealand, F. Nieto del Rio, Yone Noguchi, North Carolina Bankers Association, N. C. Division of the U. D. C., N. C. Landowner's Association, N. C. State College for Women, State Historical Society of North Dakota, Ohio Tax Commission, Old Colony Trust Co., Parke, Davis & Co., W. F. Pate, A. H. Patterson, N. M. Paull, Peace Institute, J. Wesley Pearsall, Pennsylvania State College, University of Pennsylvania, Mrs. S. K. Phillips, W. W. Pierson, Pioneer Library, Lenoir, Thomas L. Pittman, Consulate General of the Republic of Poland, Dr. John Alfred Pollock, R. W. Proctor, G. P. Putnam's Sons, Raleigh Pageant Association, *Raleigh Times*, C. L. Raper, Mrs. John E. Ray, Roanoke Pageant Committee, F. M. Register, C. B. Riddle, Nellie Roberson, John D. Rockefeller, Jr., Rockefeller Institute for Medical Research, John A. Roebling's Sons Co., J. F. Royster, Salem Academy, Wilfred H. Schoff, W. W. Scott,

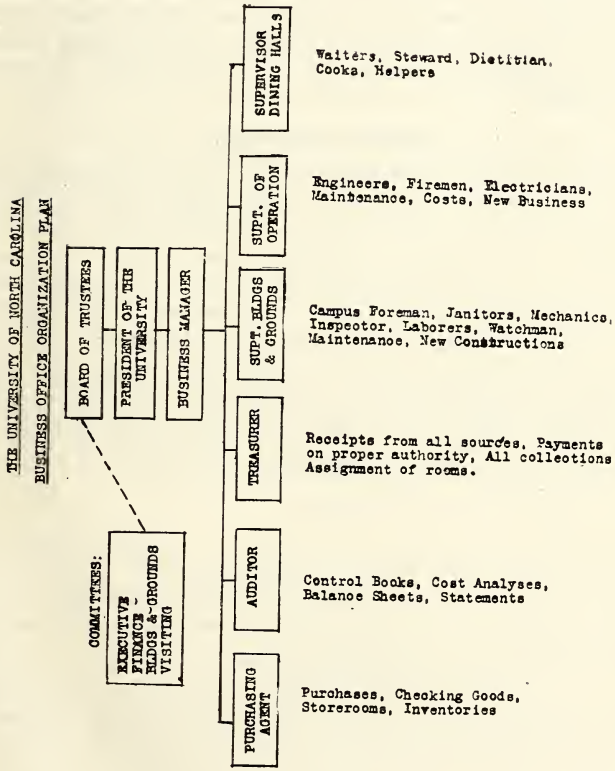
Scott, Foresman & Co., Seeman Printery, J. B. Sherrill, E. L. Siler, Ricardo Davila Silva, Silver, Burdett & Co., J. W. Smith, W. J. Smith, F. A. Sondley, Sorosis Clubs of Wilmington, Southern Life & Trust Co., Southern Railway, John Spargo, C. C. Spaulding, Jos. W. Spransy, R. M. Squires, Mamie L. Steele, Kate Stephens, Student Volunteer Movement, H. A. Swank, University of Texas, G. W. Thompson, A. S. Tompkins, J. A. V. Turck, Union Club, N. Y., U. S. Brewer's Association, U. S. Corporation Co., F. P. Venable, Frank C. Vilbrandt, University of Virginia Library, Sir Charles Wakefield, Miss F. C. Walters, Dallas Ward, J. A. Warren, Welby Carter Chapter U. D. C., Wesleyan University Library, Western Union Telegraph Co., A. S. Wheeler, Julia S. White, Thomas Whittaker, Inc., H. H. Williams, L. A. Williams, Williams College, R. H. Willis, Wilmington Chamber of Commerce, Wilmington Pageant Executive Committee, George T. Winston, University of Wisconsin, A. D. Wolfinger, J. M. Woodward, Mrs. Mary C. Woody, Mrs. R. D. Wright, Robert H. Wright, Yackety-Yack Board, Yamato Society of Tokyo.

List of Periodicals Received as Gifts

American Artisan and Hardwood Record, American Economist, American Journal of Clinical Medicine, American Judicature Society Journal, Biblical Review, Boston Public Library Bulletin, Le Bouguiniste Francais, Carter's Weekly, Chapel Hill News, Charity and Children, Coal Age, Columbian Review, Constitutional Review, Corporation Journal, Dearborn Independent, Deaf Carolinian, Detroit Educational Bulletin, Forbes Magazine, France-Etats-Unis, Good Government, Gospel Messenger, Hickory Daily Record, The Indicator, Inter-America, International Conciliation Pamphlets, Investment Bankers Association of America Bulletin, Japan Society, Law and Labor, Lenoir News-Topic, Liberty, Massachusetts Library Club Bulletin, Mexican Review, National Catholic Welfare Council Bulletin, National Republican, Natural History, New Carolina Magazine, New Near East, North Carolina Library Bulletin, Open Road, L'Opinion, Our Dumb Animals, La Paix par Le Droit, Phi Beta Kappa Key, Pratt Institute Free Library Quarterly Booklist, Professional Engineer, Le Progres Civique, Public Service Management, Red Cross Briefs, Red Cross Bulletin, Rocky Mountain Herald, St. Louis Public Library Monthly Bulletin, Smithfield Herald, Tar Baby, Tar Heel, U. S. Army Recruiting News, Universalist Leader, Weekly Review of the Far East Wilson Bulletin.

Respectfully submitted,

LOUIS R. WILSON, Librarian.


THE UNIVERSITY OF NORTH CAROLINA
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BOARD OF TRUSTEES
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BUSINESS MANAGER
COMMITTEES:
EXECUTIVE
FINANCE -
BLDGS &-GROUNDS
VISITING
PURCHASING AGENT
AUDITOR
TREASURER
SUPT. BLDGS & GROUNDS
SUPT. OF OPERATION
SUPERVISOR DINING HALLS
Waiters, Steward, Dietitian, Cooks, Helpers
Engineers, Firemen, Electricians, Maintenance, Costs, New Business
Campus Foreman, Janitors, Mechanics, Inspector, Laborers, Watchman, Maintenance, New Constructions
Receipts from all sources, Payments on proper authority, All collections Assignment of rooms.
Control Books, Cost Analyses, Balance Sheets, Statements
Purchases, Checking Goods, Storerooms, Inventories

Report of the Business Manager

To the President of the University:

I have the honor to submit the following report of the Business Manager's office for the year, covering the general management of University business and property, together with balance sheet and supporting schedules showing the financial status of the University as of June 30, 1921.

Business Organization

The Board of Trustees adopted at their June, 1921 meeting the report of the Committee appointed to recommend a plan for the relief and expansion of the Business Manager's department. A chart of the organization plan adopted is attached hereto. Under the plan the President as the responsible head of the institution is responsible to the Board of Trustees for the activities of all persons in the business department as in the other departments of the University.

Under and subordinate to the President is the Business Manager, who makes his reports and is accountable to the President, and who has responsible control of all other persons in his department.

The subdivisions of the department are:

1. The sub-division of the Auditor;
2. The sub-division of the Treasurer;
3. The sub-division of the Superintendent of Buildings and Grounds;
4. The sub-division of the Superintendent of Operations;
5. The sub-division of the Supervisor of Dining Halls; and
6. The sub-division of Purchasing Agent.

Under authority of the above mentioned adoption, this department has been working the past few months on the following changes which we expect to complete during the current session:

1. The expansion of its organization and equipment to coordinate the business of the administrative offices and departments of instruction to the end that system and economy may be furthered in their administration.

2. The installation of the budget system for expenditures, under which requests from the various departments are presented by the department heads. These are to be examined in detail by the President and Business Manager and used as a basis for estimates to be presented

to the Board of Trustees, and when adopted will constitute the budget for the year and become the authority for routine expenditures.

3. The installation of a comprehensive set of control books to summarize the numerous business transactions and reflect at all times the business condition of the University; a cost system showing the analysis of operation maintenance and capital costs, making readily available valuable information for the guidance of University officials.

4. The maintenance of a perpetual inventory covering all lands, buildings and permanent equipment owned by the University.

5. The establishment of a general store and receiving station where goods received may be properly checked and accounted for.

6. The installation of a Job Cost system enabling the Business department to charge to departmental allotments the actual cost of labor supplied from the general University labor force as well as materials supplied from the general store.

New Construction

Steele Dormitory:

The Steele dormitory has been completed except for the hot water service which has been deferred in order that the contractor might complete the more urgent work of installing heat in Memorial Hall. This dormitory is named in honor of Walter Lake Steele, Class of 1844 Its normal housing capacity is 72, but it has been found necessary to assign to it 108 students until additional dormitory space relieves the congestion.

University Laundry:

The Laundry was completed in time for the opening of the Fall quarter. The equipment is of the most modern type. The plant has demonstrated during the current quarter its ability to handle the laundry of the student body economically and quickly and at the same time turn out the very highest grade of work.

These two pieces of construction were done under the supervision of the State Building Commission and the State Architect, and completed the expenditure of the $500,000 appropriation for Improvements made by the 1917 General Assembly.

The generous appropriation of the 1921 General Assembly made possible the large building operations now going forward on the campus. This appropriation is being expended under the supervision of the University Building Committee and the construction is under the direction of the University Construction Engineer, Mr. T. C. Atwood. The first funds under this appropriation became available July 1st. The work accomplished to the time of this report includes:

Labor Camp:

The limited facilities for housing laborers in Chapel Hill made a labor camp one of the first things necessary to carrying out the building program. This camp has a capacity of two hundred men, and contains sleeping quarters, mess hall, recreation rooms. It is situated near the Pittsboro Road a quarter of a mile south of the campus.

Railroad Siding:

On previous building operations it has been necessary to truck building materials from the station at Carrboro a mile and a quarter to the campus, over a road that sometimes in the winter made hauling very expensive. A railway siding has been constructed from Carrboro to the campus and cars are now brought in and unloaded right on the job. This extension will mean a material saving to the University, not only on construction but on coal and other supplies.

Disposal of Plant:

A sewerage disposal plant has been constructed to take care of the ten faculty houses in Park Place and a number of residences on Franklin and Battle Streets which are not reached by the town mains.

Faculty Houses:

There were not enough houses available in Chapel Hill to take care of the new members of the faculty. To help out this situation the University constructed during the summer two eight-room residences on Rosemary Street, and six six-room residences on Pittsboro Street. Six four-room houses were built for the engineering and construction force.

Emergency Water Supply:

During September the protracted drought had reduced the water supply to a point which made it imposible to open the University on the date scheduled. To meet this emergency the Building Committee authorized the installation of an additional pumping station. A six-inch water main was run to a site on Morgan's Creek above the town of Carrboro, where a motor driven centrifugal pump was installed. This additional supply enabled the University to open with a delay of only one week.

Memorial Hall:

The committee appointed to look into the possibility of making Memorial Hall useable as a daily assembly hall decided to try out first the treatment for acoustical correction, as the success of the whole plan depended on securing comfortable hearing conditions at

any point in the Hall. Accordingly a contract was given to the Johns-Manville Company for padding the ceiling with felt, and a cork carpet was laid on the floor. The results were highly satisfactory and the plans for other improvements to the Hall were gone ahead with. An indirect blower heating system was installed in the basement from which the hall can be comfortably heated in thirty to forty-five minutes.

An adequate lighting system is being installed and windows are being repaired, and weather-stripped. The alterations have changed Memorial Hall from an unsatisfactory auditorium which could be used only in mild weather to a comfortable assembly hall large enough for the student body.

Domitories:

The larger part of this year's program consists of four fireproof dormitory buildings now under construction. These dormitories will house one hundred and twenty students each, increasing our domitory capacity by four hundred and eighty students They are located on the class athletic field between the Medical Building and the Raleigh Road. Two of these dormitories will be completed in time for the Summer School, and all four will be ready for the Fall quarter.

Other Work:

In addition to the above, a considerable amount of alterations have been made in the Infirmary, the Medical Building, and other places on the campus. Plans are being made for three teaching buildings, improvements to the dining hall, heating, lighting, and water service.

Grounds

During the year the grounds have been enlarged by the purchase of two pieces of property: (a) the Seaton Barbee property lying between the Library and Franklin Street. This was formerly a part of the campus and its acquisition restores 152 feet to the campus frontage. This property, on which there is a nine room house, has been leased the past two years for faculty and student housing; and (b) the Archer Place adjoining the west side of the campus and fronting on Columbia Street. This property on which there is a sixteen room house was purchased for the purpose of furnishing a home for women students at the University until it is found necessary and possible to erect a women's building.

The selection of the Class Athletic Field as the site for the four dormitories now under construction made necessary the grading of a new field. This work is being done on the strip of ground west of the

colored cemetery and adjoining Emerson Field. The new field faces the Raleigh Road. It will be ready for the baseball season.

The University Building Committee, the Faculty Campus Committee, and the Consulting Architect have continued their study of the plan for campus development and have settled a number of problems of building sites.

When this work is far enough advanced it will then be possible to do some very much needed work in the relocation and reconstruction of various service mains which have been pieced out to follow each new building added. The sanitary service lines, many of terra cotta into which tree roots find their way causing stoppages and expensive digging up of the campus, should be replaced with iron pipe run on grades allowing sufficient fall. The water service lines were perhaps of ample size for the service required of them when they were laid twenty years ago, but they are not sufficient for today's needs. They are entirely inadequate for fire protection. Placing electric lighting and power mains in underground conduits would eliminate unsightly poles and wires from the campus and make possible the installation of a much needed system of campus lighting. The mains from the central heating station were installed in 1901, and loops have been tied in for each new building. The service would be greatly improved and the cost of heating reduced by relocating these mains and replacing their covering, which has lost much of its heat retaining properties.

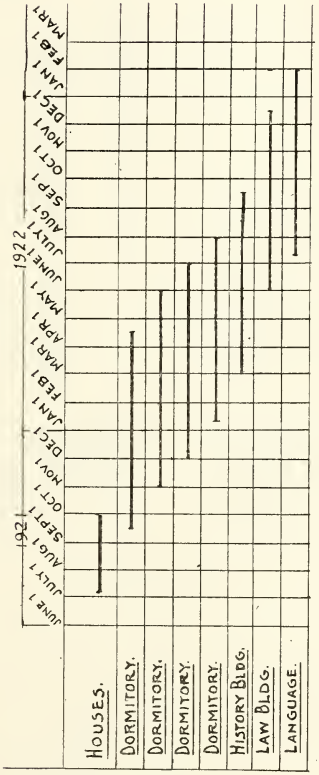
The imperative demand for the providing of facilities for the carrying on of the instructional work of the University have made it necessary during the past few years to limit the expenditures for the care of the grounds to a minimum. The postponement in promptly caring for the drives and walks and particularly for providing adequate surface drainage has resulted in considerable damage. This year, fortunately, we find ourselves in better financial condition and the Campus Committee has outlined several projects for the improvement of the campus which will be prosecuted as rapidly as funds are available.

The attached balance sheet and schedules are made to conform, as far as possible, with the standard entries recommended by the Carnegie Foundation in order to facilitate comparison with other institutions.

Very respectfully submitted,

CHAS. T. WOOLLEN, Business Manager.

Building Schedule



BALANCE SHEET JUNE 30, 1921

1—CURRENT ASSETS

Cash in Banks and on hand	$ 51,230.19
Notes and Accounts Receivable	163,744.49
Inventories	24,439.99
Total Current Assets	$ 239,414.99
Total	$ 239,414.99

2—ENDOWMENT AND TRUST INVESTMENTS

Securities	$ 276,200.00
Real Estate	15,000.00
Students Loans and Accured Interest	34,521.91
Uninvested Balance in Bank	45,935.70
Total	$ 371,657.61

3—EDUCATIONAL PLANT ASSETS

Value of Land	$ 141,612.70
Value of Buildings	2,047,978.29
Value of Equipment	509,602.94
Total Educational Plant Assets	2,699,193.93
Total	$2,699,193.93

1—CURRENT LIABILITIES

Notes Payable	$ 133,500.00
Accounts Payable	32,081 09
Other Current Liabliities	45,935.70
Total Current Liabilities	$ 211,516.79
Surplus of Current Assets	27,897.88
Total	$ 239,414.99

2 — ENDOWMENT AND TRUST FUNDS

Funds for general and designated purposes	$ 371,657.61
Total	$ 371,657.61

3 - EDUCATIONAL PLANT LIABILITIES

Bonds on Buildings and Machinery	$ 125,300.00
Notes and Accounts Payable	27,447.73
Total Educational Plant Liabilities	$ 152,747.73
Net Balance Unencumbered	2,546,446,20
Total	$2,699,193.93

SUMMARIES

INCOME AND EXPENSE

Total receipts for year, all funds Schedule B-1	$1,343,781.37	
Total disbursements for year, all funds, Schedule C-1	1,292,551.18	
Net cash surplus for year		$ 51,230.19

ASSETS AND LIABILITIES

Current assets at end of year, Schedules D-1-2-3	$ 239,414.67	
Current liabilities at end of year, Schedule E-1	211,516.79	
Surplus of current assets		$ 27,897.88
Investment assets at end of year	$ 341,657.61	
Investment liabilities at end of year	341,657.61	

EDUCATIONAL PLANT

Value of land, buildings and equipment	$2,699,193.93	
Debt: Bonds against plant	152,747.73	
Net investment in educational plant		$2,546,446.20

RECEIPTS (B-1)

Maintenance fund	$ 644,100.14	
Improvement Fund	259,953.78	
Deposit Funds	439,727.45	
Total Income		$1,343,781.37

DISBURSEMENTS (C-1)

Maintenance Fund	$ 642,752.02	
Improvement Fund	229,354.14	
Deposit Funds	420,445.02	
Total Expense		$1,292,551.18
Cash Balance		$ 51,230.19

CASH BALANCE (D-1)

Bank of Chapel Hill	$ 29,884.94	
Citizens National Bank, Raleigh	15.01	
Peoples Bank, Chapel Hill	20,205.81	
First National Bank, Durham	24.43	
Cash in Safe (Petty Cash Fund)	100.00	
Home Savings Bank, Durham	1,000.00	
		$ 51,230.19

NOTES AND ACCOUNTS RECEIVABLE (D-2)

Notes Receivable	$ 4,553.70	
Kenan Professorship Fund	102,238.73	
Power Plant Customers	11,600.38	
Faculty Housing Fund	30,865.94	
Sundry Funds for Advances	14,485.74	
		$ 163,744.49

INVENTORIES (D-3)

Dining Hall	$ 11,835.72	
Carpenter Shop Supplies	1 348.60	
Steam and Plumbing Supplies	2,806.69	
Power Plant, Coal and Supplies	5,977.57	
Laboratory Supplies	1,621.16	
Sundry Supplies	850.25	
		$ 24,439.99

CURRENT LIABILITIES (E-1)

Notes Payable	$ 133,500.00	
Accounts Payable	32,081.09	
Student Loan Fund Balances	13,636.69	
Special Funds not available for 1919-1920	32,299.01	
		$ 211,516.79

Report of the Treasurer

To the President of the University:

I have the honor to submit the following report of the Treasurer's office for the year 1920-1921. The report includes an account of all receipts and disbursements, and exhibit of all loans and of all University securities now held by me.

J. A. WARREN, *Treasurer.*

RECEIPTS FOR MAINTENANCE FUND

FROM STUDENTS:

Tuition			$ 59,687.87
Regristration Fees			33,347.25
Room Rent			21,811.70
Diploma Fees			866.00
Laboratory Fees			10,402.65
			$ 126,115.47

FROM ENDOWMENTS:

Alexander Memorial Fund		$ 90.00	
Mildred Williams Buchan Scholarship		41.00	
Chair of History Fund		1,380.00	
Ledoux Fellowship		300.00	
Library Fund		3,486.09	
McNair Lecture Fund, Balance June 30th, 1920	$ 2,029.84		
McNair Lecture Fund, Receipts to June 30, 1921	1,027.01	3,056.85	
B. F. Moore Fund		368.42	
Murchison Fund		180.00	
D. F. Ray Scholarship Fund		60.00	
F. J. Smith Fund		840.00	
Mary and Anne Smith Fund		2,220.00	
Mary S. Speight Fund		600.00	
Weil Lecture Fund, Balance June 30, 1920	1,250.47		
Weil Lecture Fund, Receipts to June 30, 1921	863.34	2,113.81	
Weil Scholarship Fund		36.67	
			$ 14,772.84

GIFTS FOR CURRENT EXPENSES:

Carr Fellowship, Balance June 30th, 1920	$ 400.00		
Carr Fellowship, Gift for the Year	300.00	$ 700.00	
Dupont Scholarship		350.00	
Library		1,004.97	
General Education Board		45,045.93	
Mangum Medal		10.00	
North Carolina College of Science		75.00	
Sundry		1.00	
			$ 47,186.90

FROM OTHER SOURCES:

Advertising	$ 84.00	
Bills Payable	6,093.30	
Commencement	636.10	
Gymnasium Locker Rent	195.00	
Interest on Daily Bank Balances	593.34	
Miscellaneous Receipts for Library	103.39	
Musicals	1,098.77	
Power Plant	38,964.33	
Public Welfare	777.75	
Rents other than Dormitory	2.076.00	
Reserve Officers Trainingg Corps	52.67	
Special Appropriation for Library	1,580.00	
Summer School, 1920	55,266.14	
Summer School, 1921	11,808.76	
Supplies sold from Medical Store Room	301.11	
Supplies Sold from Stock Room	1,057.01	
Transfers to Library	248.06	
United Daughters of the Confederary Scholarship	60.00	
University Extension	4,538.14	
University Lectures	148.50	
University Press	342.54	
		$ 126,024.91
State Treasurer on Maintenance Appropriation		$ 330,000.02
		$ 644,100.14

LESS CREDIT BALANCES NOT AVAILABLE FOR 1920-1921:

Carr Fellowship	$ 400.00	
Bills Payable	6,093.30	
Dupont Scholarship	38.93	
McNair Lecture Fund	2.639.85	
Summer School, 1921	11,808.76	
Weil Lecture Fund	1,710.31	
		22,691.15
Net Maintenance Receipts for Maintenance Fund from June 30th, 1920, to June 30th, 1921		$ 621,408.99

DISBURSEMENTS FOR MAINTENANCE FUND

Advertising	$ 3,792.93
Arboretum	1,535.99
Auditing	2,405.71
Mildred Williams Buchan Scholarship	60.00
Campus	8 718.60
Carr Fellowship	300.00
Class Athletics	1,573.64
Commencement	2,432.46
Dupont Scholarship	311.07
English Department	2.50
Graduate School	59.38
Guardian Account (E. K. Graham, Jr.)	1,500.00
Gymnasium	395.65
Highway Engineering	156.21
History Department	210.86
Hydraulics	179.85
Inauguration	806.58
Infirmary	6,173.55
Insurance	30.00
Interest on Carr Dormitory Bonds	1,080.00
Interest on Power Plant Bords	2,760.00
Interest on Smith Dormitory Bonds	960.00
Interest on Money Borrowed During Year	3 366.18
Law Department	81.84
Ledoux Fellowship	300.01
Library	14,553 59
McNair Lectures	417.00
Mangum Medal	10.00
Math Department	5.55
Membership Fee, American Colleges in Europe	250.00
Membership Fee, American Council on Education	200.00
Membership Fee, American Medical Colleges	50.00
Membership Fee, American Colleges of Pharmacy	25.00
Membership Fee, American Association of Alumni Secretaries	10.00
Membership Fee, National State Universities	25.00
Membership Fee, Association of College Registrars	5.00
Membership Fee, National Institute for Public Service	6.00
Membership Fee, National Athletic Association	25.00
Military	19.90
Musicals	850.54
News Service	488.27
North Carolina Co-operative Purchasing Co.	222.98
Office Supplies	165.25
Postage	1,419.75
Power Plant	59,299.43
Practice School	1,000.00
Printing	20,797.26
Public Welfare	1,801.53
Rents	1,130.00
Repairs	10,971.09
Reserve Officers Training Corps	282.95
Rural Economics	735 58
Salaries	342,017.76
School of Commerce	186.66

State and County Council		24.53
Stationery		48.75
Summer School, 1920		76,157.92
Summer School, 1921		525.30
Sundries		841.97
Supplies		7,813.63
Sypplies for Laboratories		22,880.12
Telephones		457.75
Traveling Expenses		5,324.72
Treasurer's Bond		125.00
Truck Service		1,035.33
University Extension		21,012.06
University Lectures		724.71
University Press		355.42
University Sermons		70.00
Western Union Telegraph Co		532.10
Weil Lectures		403.50
Young Mens Christian Association		800.41
		$ 635,297.32
Less Debit Balances:		
Library	$ 2,541.08	
Summer School, 1921	525.30	3,066.38
		$ 632,230.94
Deficit June 30th, 1920		7,454.70
		$ 639,685.64
Maintenance Receipts for 1920-1921		621,408.99
Deficit Junt 30th, 1921		$ 18,276.65

RECEIPTS FOR IMPROVEMENT FUND

Escheats, Balance June 30th, 1920	$ 4,759.31	
Escheats, Receipts for Year	119.52	$ 4,878.83
Fire Protection. Balance June 30th, 1920		34.80
Park Improvement (Donations)		2,250.00
Sale of Dormitory Furniture		344.80
Sale of Endowment Securities for Construction of Faculty Houses		39,927.26
Notes Payable		29,500.00
State Appropriation, Balance June 30th, 1920	$ 12,083.28	
State Appropriation for Year	162,000.00	174,083.28
Transfer from Old Note Account		8,934.81
		$ 259,953.78

DISBURSEMENTS FOR IMPROVEMENT FUND

Advertising	$ 116.90
Battle Estate	1.50
Building Extension	4,275.18
Campus Extension	797.38
Construction Engineering	6,360.00
Dormitory (A)	.41
Dormitory Furniture	210.00
Electric Extension	3,556.75

Equipment Account General	.94
Equipment for Botany Laboratory	156.85
Equipment for Chemistry Laboratory	97.17
Equipment for Civil Engineering	628.90
Equipment for Dining Hall	6,161.79
Equipment for Dormitories	635.00
Equipment for Extension	620.00
Equipment for Electrical Engineering	1,124.60
Equipment for Geology Laboratory	390.36
Equipment for Gymnasium	100.00
Equipment for Highway Engineering	347.05
Equipment for Infirmary	32.40
Equipment for Laundry	327.15
Equipment for Mason Farm	1.330.92
Equipment for Medical Laboratory	817.02
Equipment for Music Department	824.35
Equipment for Offices	1,147.31
Equipment for Physics Laboratory	943.23
Equipment for Physics and Engineering Building	1,621.69
Equipment for Power Plant	58.32
Equipment for Press	1,675.00
Equipment for Psychology Laboratory	288.23
Equipment for Public Welfare	49.35
Equipment for School of Commerce	198.00
Equipment for Zoology Laboratory	418.30
Faculty Houses	70,793.20
Fire Protection	32.40
Forest Theater	272.19
Furniture	869.96
Graham Estate	114.25
Heating Extension	520.31
Interest on Money Borrowed	1,475.00
Labor Camp	441.89
Laundry	42,798.13
Park Place	4,371.47
Pharmacology	841.27
Physics and Engineering Building	767.88
Power Extension	1,369.97
President's House	167.64
Railway Extension	2,228.74
Sanitary Engineering	278.07
Sanitary Equipment	9.00
Sewer Extension	1,370.45
Shower Baths	40.20
State Architect	5,000.00
Steele Dormitory	56,596.20
Tools	172.19
Water Extension	413.86
Womans Building	3,086.00
	$ 229,342.32
Escheat Refunded	11.82
	$ 229,354.14

RECEIPTS FOR DEPOSIT ACCOUNTS

Alumni Loyalty Fund Balance June 30th, 1920	$ 765.04	
Alumni Loyalty Fund Receipts to June 30th, 1921	1,425.24	
		$ 2,190.28
Alumni Meetings		78.83
Athletics Balance June 30th, 1920	$ 87.53	
Athletics Receipts to June 30th, 1921	33,055.13	$ 33,142.66
Book Exchange Balance June 30th, 1920	$ 429.59	
Book Exchange Receipts to June 30th, 1921	59,333.42	59,763.01
Carolina Play Makers		873.97
Class of 1907, Balance		1,000.00
Damage Fees, Balance June 30th, 1920	$ 1,910.77	
Damage Fees, Receipts to June 30th, 1921	2,813.50	4,724.27
Deems Fund, Balance June 30th, 1920	$ 3,394.27	
Deems Fund Receipts to June 30th, 1921	5,499.52	
		8,843.79
Dining Hall Receipts		143,475.42
Edmunds Memorial Fund, Balance June 30th, 1920	$ 75.00	
Edmunds Memorial Fund, Receipts for Year	30.00	
		105.00
Graham Memorial Fund, Balance June 30th, 1920	$ 8,437.11	
Graham Memorial Fund, Receipts for Year	22,220.23	
		30,657.34
Graham Memorial Volume		162.20
Hewitt Fund, Balance June 30th, 1920	$ 621.79	
Hewitt Fund, Receipts for Year	2,196.53	
		2,818.32
Highway Commission		122.49
Hogue Fund, Balance June 30th, 1920	$ 794.30	
Hogue Fund, Receipts for Year	350.75	
		1,145.05
Holt Fund		10,020.00
Martin Fund, Balance June 30th, 1920	$ 346.82	
Martin Fund, Receipts for Year	986.21	
		1,333.03
Mason Farm		84.00
Notes Payable		104,000.00
Old Tuition Notes, Balance June 30th, 1920	$ 9,738.35	
Old Tuition Notes Collected during Year	1,661.22	
		11,399.57
Reinvestment Fund for Chemistry, Balance June 30th, 1920		897.12
Room Deposits		2,370.00
Sprunt Publications		4.22
University Inn Dining Hall		20,516.88
		$ 439,727.45

DISBURSEMENTS FOR DEPOSIT ACCOUNTS

Alumni Loyalty Fund	$ 164.30
Alumni Meetings	1,236.23
Athletics	35,026.07
Book Exchange	61,420.39
Damage Fees	3,202.56
Deems Fund	6,090.00
Dining Hall	154,212.33
Dramatics	1,458.46
Graham Memorial	1,533.68
Graham Memorial Volume, Balance June 30th, 1920	435.93
Highway Commission	906.56
Hogue Fund	295.50
Holt Fund	4,138.00
Interest on Money Borrowed	4,059.85
Mason Farm	1,976.54
Memorial Hall	480.91
Salaries, Kenan Professors	102,238.73
Sprunt Publications	653.32
Surplus Food Supplies	577.61
Transfer from Old Tuition Note Account to Improvement Fund	8,934.81
University Inn, Dining Hall	31,403.24
	$ 420,445.02

DEEMS FUND (ENDOWMENT)

Notes Outstanding June 30th, 1921	$ 25,860.46	
Interest Accrued and Due	1,926.65	
Cash Balance June 30th, 1921	2,753.79	
Present Value of Fund		$ 30,540.90
Cash Balance June 30th, 1920	$ 3,394.27	
Loans Repaid During Year	5,449.52	
	$ 8,843.79	
Loans Made During Year	6,090.00	
		$ 2,753.79
Notes Outstanding and Accrued Interest June 30th, 1921		27,787.11
Cash Balance June 30th, 1921		2,753.79
Endowment Securities		15,000.00
Total Value of Fund		$ 45,540.90

HEWITT FUND (ENDOWMENT)

Notes Outstanding June 30th, 1921	$ 385.25	
Interest Accrued and Due	46.23	
Cash Balance June 30th, 1921	2,818.32	
Present Value of Fund		$ 3,249.80
Endowment Securities		18,700.00
Total Value of Fund		$ 21,949.80

HOLT FUND.

Notes Outstanding June 30th, 1921	$ 4,118.00	
Interest Due and Accrued	64.35	
Cash Balance June 30th, 1921	5,882.00	
Total Value of Fund		$ 10,064.35

HOGUE FUND

Notes Outstanding June 30th, 1921	$ 180.00	
Interest Due and Accrued	3.30	
Cash Balance June 30th, 1921	849.55	
Present Value of Fund		$ 1,032.85
Cash Balance June 30th, 1920	794.30	
Rents, Notes and Interest Collected	350.75	
	1,145.05	
Fire Insurance and Loans	295.50	
Current Cash Balance		$ 849.55

MARTIN FUND (ENDOWMENT)

Notes Outstanding June 30th, 1921	$ 1,739.01	
Interest Due and Accrued	198.63	
Cash Balance June 30th, 1921	1,333.03	
Endowment Securities	11,500.00	
Present Value of Fund		$ 14,770.67

BANK BALANCES

Bank of Chapel Hill	$ 29,884.94	
Citizens National Bank of Raleigh, N. C.	15.01	
First National Bank of Durham, N. C.	24.43	
Home Savings Bank, Durham, N. C.	1,000.00	
Peoples Bank of Chapel Hill, N. C.	20,205.81	
		$ 51,130.19

ENDOWMENT SECURITIES: FISCAL YEAR ENDING JUNE 30, 1921

Description of Securities	Balance at beginning of year	Purchases	Sales	Balance at end of year	Interest
Alexander Memorial Fund					
The Southern Life & Trust Co., bond	$ 1,000.00		$ 1,000.00	$	$ 60.00
1 Winston-Salem Leaf Tobacco Co.	500.00			500.00	30.00
1 University of North Carolina		1,000.00		1,000.00	
Alumni Loyalty Fund:					
2 Liberty Storage Co., bonds	2,000.00			2,000.00	120.00
1 Mayo Mills Co., bond	1.000.00			1,000.00	60.00
2 Hanes Hosiery Mills bonds	1,000.00			1,000.00	60.00
2 Arista Mills bonds	1,000.00			1,000.00	60.00
1 Liberty Storage Co., bond	500.00			500.00	30.00
4 Winston-Salem Leaf Tobacco Co., bonds	4,000.00			4,000.00	240.00
2 U. S. Victory bonds	200.00			200.00	4.75
1 Kenilworth Home Co., bond	500.00		500.00		30.00
1 University bond		500.00		500.00	
Mildred Williams Buchan Fund:					
1 Winston-Salem Leaf Tobacco Co., bond	500.00			500.00	30.00
1 North Carolina Granite Corp.	500.00		500.00		30.00
1 University of N. C. bond		500.00		500.00	
Chair of History Fund:					
1 University of N. C. bond	18,000.00			18,000.00	1,080.00
5 Winston-Salem Tobacco Co. bonds	5,000.00			5,000.00	300.00
Deems Fund:					
1 Deed of Trust	4,000.00			4,000.00	240.00
6 Liberty Storage Co. bonds	6,000.00		6,000.00		360.00
5 Winston-Salem Leaf Tobacco Co. bonds	5,000.00	3,000.00		8,000.00	300.00
1 University of N. C. bond		3,000.00		3,000.00	

ENDOWMENT SECURITIES: FISCAL YEAR ENDING JUNE 30, 1921

Description of Securities	Balance at beginning of year	Purchases	Sales	Balance at end of year	Interest
Edmonds Memorial Fund:					
1 Arista Mills Co. bond	500.00			500.00	30.00
Hewitt Fund:					
1 Arista Mills Co. bond	500.00			500.00	30.00
4 Forsyth County Club bonds	400.00			400.00	24.00
1 Deed of Trust	7,500.00			7,500.00	450.00
1 Hanes Hosiery Mills Co. bond	500.00			500.00	30.00
4 Mayo Mills Co. bonds	3,500.00			3,500.00	105.00
2 Winston-Salem Leaf Tobacco Co. bonds	1,500.00			1,500.00	45.00
4 Liberty Storage Co. bonds	2,000.00			2,000.00	120.00
3 Liberty Storage Co. bonds	300.00			300.00	18.00
5 Kenilworth Home Co. bonds	2,500.00			1,000.00	150.00
1 University of N. C. bond		1,500.00		1,500.00	
Hogue Fund					
1 House and Lot	4,000.00			4,000.00	240.00
Ledoux Fellowship Fund:					
2 Hanes Hosiery Mills Co. nobds	1,000.00			1,000.00	60.00
2 Southern Life & Trust Co. bonds	2,000.00		2,000.00		120.00
1 Southern Life & Trust Co. bond	2,000.00		2,000.00		120.00
1 University of N. C. bond		4,000.00		4,000.00	
Library Fund:					
50 Shares American Tobacco Stock	5,000.00			5,000.00	300.00
80 Shares Erwin Cotton Mills	8,000.00		8,000.00		480.00
50 Shares Gibson Mfg. Co.	5,000.00		5,000.00		350.00

*By order of the Interstate Commerce Commission, the stock dividend of the Neuse Mfg. Co., was reduced fifty per cent.

50 Shares Holt Granite Mfg. Co	5,000.00			5,000.00	300.00
20 Shares Neuse Mfg. Co. (Pfd.)	2,000.00			2,000.00	140.00
80 Shares Neuse Mfg. Co. (Com.)	8,000.00		4,000.00	4,000.00	400.00
25 Shares Compania Mex. Met. Stock	2,500.00			2,500.00	
6 Hanes Hosiery Mills bonds	6,000.00		6,000.00		360.00
7 Hanes Hosiery Mills bonds	700.00			700.00	42.00
4 Liberty Storage Co. bonds	4,000.00			4,000.00	240.00
4 Liberty Storage Co. bonds	400.00			400.00	24.00
3 Mayo Mills bonds	2,000.00			2,000.00	120.00
7 Winston-Salem Leaf Tobacco Co	7,000.00			7,000.00	420,00
3 Winston-Salem Leaf Tobacco Co	300.00			300.00	18.00
2 Winston-Salem Leaf Tobacco Co	1,000.00			1,000.00	60,00
1 Southern Life & Trust bond	1,000.00		1,000.00		60,00
2 Southern Life & Trust bonds	800.00		800.00		48.00
1 University of N. C. bond		14,800.00		14,800.00	
1 University of N. C. bond		6,000.00		6,000.00	
7 Shares Raleigh Cotton Mills	700.00			700.00	42,00
20 Shares Neuse Mfg. Co. (Com.)	2,000.00			2,000.00	140.00
MacNair Lecture Fund:					
100 Shares Neuse Mfg. Co. (Com.)	10,000.00		4,000.00	6,000.00	400.00
*20 Shares Neuse Mfg. Co. (Pfd.)	2,000.00			2,000.00	140.00
2 Peace Institute Bonds	200.00			200.00	12.00
3 Southern Life & Trust Co	3,000.00		3,000.00		180.00
6 Winston-Salem Leaf Tobacco Co	3,000.00		3,000.00		180.00
2 University of N. C. bonds		6,000.00		6,000.00	
Martin Fund					
3 Arista Mills bonds	1,500.00			1,500.00	90.00
2 Hanes Hosiery Mills bonds	1,000.00			1,000.00	60 00
2 Madison County bonds	2,000.00			2,000.00	120 00
3 Peace Institute bonds	300.00			300.00	18.00
2 Shares Raleigh Cotton Mills	200.00			200.00	12.00
1 St. Mary's School bond	500.00			500.00	30.00
1 Southern Life & Trust Co	1,000 00		1,000.00		60.00

ENDOWMENT SECURITIES: FISCAL YEAR ENDING JUNE 30, 1921

DESCRIPTION OF SECURITIES	BALANCE AT BEGINNING OF YEAR	PURCHASES	SALES	BALANCE AT END OF YEAR	INTEREST
2 Southern Life & Trust Co.	1,000.00		1,000.00		60.00
7 Liberty Storage Co. bonds	3,500.00			3,500.00	210.00
1 Winston-Salem Leaf Tobacco Co.	500.00			500.00	30.00
2 University of N. C. bonds		2,000.00		2,000.00	
MASON FUND:					
1 University of N. C. bond	1,000.00			1,000.00	60.00
1 Farm, 800 acres	11,000.00			11,000.00	
B. F. MOORE FUND:					
1 Arista Mills bond	500.00			500.00	30.00
1 Peace Institute bond	1,000.00			1,000.00	60.00
2 Peace Institute bonds	200.00			200.00	12.00
2 Mayo Mills bonds	1,000.00			1,000.00	60.00
1 Liberty Storage Co. bond	500.00			500.00	30.00
2 Winston-Salem Leaf Tobacco Co	2,000.00			2,000.00	120.00
1 Southern Life & Trust Co	500.00		500.00		30.00
1 University of N. C. bond		500.00		500.00	
1 Winston-Salem Leaf Tobacco Co	500.00			500.00	30.00
KENNETH M. MURCHISON FUND:					
15 Shares Erwin Cotton Mills	1,500.00		1,500.00		90.00
3 Hanes Hosiery Mills bond	1,500.00			1,500.00	90.00
1 University of N. C. bond		1,500.00		1,500.00	
DONALD FAIRFAX RAY SCHOLARSHIP FUND:					
2 Liberty Storage Co. bonds	1,000,00			1,000.00	60.00
MARY AND ANNE SMITH FUND:					
2 University of N. C. bonds	37,000.00			37,000.00	2,220.00

Frances Jones Smith Fund:					
1 University of N. C. bond	14,000.00			14,000 00	840.00
Mary S. Speight Fund:					
1 University of N. C. bond	10,000.00			10,900 00	600.00
Weil Memorial Scholarship Fund:					
1 Winston-Salem Leaf Tobacco Co	1,000.00		1,000.00		60.00
1 University of N. C. bond		1,000.00		1,000.00	
Weil Lecture Fund:					
1 Deed of Trust	3,000.00			3,000.00	180.00
4 Hanes Hosiery Mills bonds	4,000.00		2,000.00	2,000.00	240.00
1 Southern Life & Trust Co	1,000.00		1,000.00		6[illegible].00
1 Hanes Hosiery Mills bond	500.00			500.00	3[illegible].00
2 Liberty Storage Co. bonds	2,000.00			2,000.00	120.00
4 Mayo Mills bonds	2,000.00			2,000.00	120 00
1 Mayo Mills bond	1,000.00			1,000.00	60.00
3 Winston-Salem Leaf Tobacco Co	1,500.00			1,500.00	9[illegible].00
1 University of N. C. bond		3,000.00		3,000.00	
Totals	$ 269.200.00	$ 48,300.00	$ 56,300.00	$ 261,200.00	$ 15,014.75

Report of the Gymnasium Director

To the President of the University:

I have the honor to submit, as Director of the Gymnasium, the following report.

Early in September, prior to the opening of the regular term, fifty-six football candidates presented themselves for physical examination. On the opening of the University, this number was increased to seventy-one. At this writing the team has completed a hard schedule, winning four, tieing two and losing two games without any serious injuries.

At the opening of the University, five hundred and twenty-eight first year students were given a thorough and complete physical examination. Forty freshmen were excused from gymnasium work. Among this number were "self-help" students, others who had some kind of physical defect, and four by the request of the college physician. One hundred and eight freshmen were examined and given permission to go out for the freshman football team. This number was later cut to seventy, and these properly equipped constituted the freshman squad. The freshmen not excused were divided into four sections and assigned to gymnasium work as follows: Sections I and II met on Monday, Wednesday and Friday, 4:30 to 5 and 5 to 6 P. M. Sections III and IV were required to report on Tuesdays, Thursdays, and Saturdays at the same hours. The nature of the work consisted of physical drills, mat, horizontal, parallel, and other apparatus work.

Physical Defects

The percentage of physical defects compared with those of entering classes of former years does not differ to any great extent. However, the examiner found and recorded twenty-six heart lesions (valvular heart disease), most of these, I believe, being due to violent training in basketball during the student's high school career. The heart muscle at such an age is not sufficiently strong to stand the forced increase of heart work, and the natural result is the rupture or stretching of one of the valves of the heart. It is impossible to cure this organic condition; however, some of the boys show a marked improvement in their condition and sometimes it seems, when a strict regimen of exercise is followed, the condition does improve. These men are permitted (so far as the Director can enforce the requirement) to indulge in light work only, and never in any violent exercise, as wrestling, running, football, basketball or baseball.

Co-Eds

Forty-eight co-eds have been examined, and nearly fifty percent have defective eyes. Twenty-one of the forty-eight tested are abnormal in this respect. No other physical defects were noted.

Average Measurements of Freshman Class.

Average age, 19 years plus; average weight, 130 lbs. plus; average height, 68 inches; average circumference chest, 33 inches plus; average circumference chest expansion, 35 inches plus; average circumference arm, 11½ inches; average circumference wrist, 9 inches; average circumference thigh, 17 inches; average circumference calf, 13 inches; average lung capacity, 260 c. c.; 14% have defective eyes; 8% defective ears; 26% heart lesions; 61 have suffered appendectomies (removal of appendix); 11 herniotomys (rupture operations).

Recommendations

It is suggested that the old wood house in the rear of the girls' dormitory be torn down and the site used for the erection of a combination tennis and basketball court. The girls are urgent in their demand for some form of physical exercise. The above plan seems to be the only solution at present. Permit me again most urgently to recommend the enclosing of the stadium and the furnishing of housing facilities for our athletic teams. The gymnasium does not take care of half the demand made upon it.

Respectfully submitted,
R. B. LAWSON, Director of Gymnasium.

Report of the University Physician

To the President of the University:

I beg to submit the following report for the School year 1920-21.

Total reporting sick, 909; of this number 297 spent a total of 1,020 days in the Infirmary. Eight students, unable to continue their work, were sent home during the year.

There were no serious epidemics. The following is a summary of the more serious cases: Influenza, 95; Middle ear disease, 1; Paralysis, 1; Appendicitis, 14; Iritis, 4; Tonsilitis, 14; Malaria, 10; Encephalitis ("Sleeping Sickness"), 2; Asthma, 1; Sinus infection, 3; Gall stones, 1; Pneumonia, 4; Duedonal ulcer, 1; Diabetes, 1; Bronchitis, 2; Heart lesions, 7; Chicken-pox, 2; Intestinal toxemia, 1; Para-typhoid fever (developing elsewhere), 1; Cellulitis (severe), 1; Kidney colic, 1; Epilepsy, 1; Kidney lesions, 2; Ethmoiditis, 2; Cystitis, 2; Fistula-in-ano, 1; Mastoiditis, 1; Stone in kidney, 1; Pyelitis, 1; Hernia, 2.

The following accidents occurred, most of which were reported from the athletic field: Ankle injuries, 20; Fracture of clavicle, 4; Loss of right foot (railroad accident), 1; Knee injuries, 7; Shoulder injuries, 6; Scalp wound, 1; Broken nose, 4; Serious eye injuries, 9; Hand injuries, 8; Broken toe, 1; Gun shot wound, 1; Fracture of wrist, 2; Fracture of elbow, 1; Fracture of arm, 1; Potts fracture (lower third of leg), 2; Severe burn, 1.

There were no deaths among the student body. Mr. Marian W. Kennedy, of Salisbury, an alumnus, was taken seriously ill and carried to the Infirmary, where he died from encephalitis, complicated by pneumonia.

Attention is invited to the fact that no typhoid fever occurred during the college year.

I wish to commend the excellent services rendered by the nurses in charge of the Infirmary, Mrs. Flora M. Rice and Miss Edna G. Womack, whose untiring efforts were largely responsible for the results obtained.

Respectfully submitted,

ERIC A. ABERNETHY, University Physician.

Report of the Advisor to Women

To the President of the University:

I have the honor to submit the following report for the year 1920-21. The enrollment of women students last year reached, at its highest point, 63. The registration for the first quarter of the present year, 1921-1922, is as follows:

Graduate Students	10
Seniors	11
Juniors	13
Sophomores	5
Freshmen	7
Pharmacy	3
School of Public Welfare	6
School of Medicine	1
Special	1

While the above enrollment shows six fewer women students than the total number of last year, it exceeds the registration of the first quarter of the year 1920-1921 by ten.

The attitude of the women students continues very wholesome. Concious of their obligations to the University as well as to themselves, they show keen interest in their work, and make every effort to keep their social life in sane proportion. Such spirit, as one would expect, is rewarded by excellent scholarship. Records show a general average of 2.83.

The North Carolina University Woman's Association is still the one means of expression and effective work for the group. An honor committee, which corresponds to the Student Council with the boys, has been elected. The president of the Association is now a member, *ex officio*, of the Campus Cabinet. This recognition of women students in discussion of campus problems, it seems, is the wise and logical step, since these problems are fast becoming questions for both boys and girls. In no better way, can be taught the fact that both men and women are needed for the solution of great human problems.

Another new feature of the Association is the recently established self-help bureau. Eighteen girls of our number are here at their own expense. Twelve of the remaining ones are either doing remunerative work or have stated that they would like work as a means of supplementing their limited funds. So the bureau is now mailing the faculty and some of the town people a card stating just the nature of the work that the girls do and the way to get in touch with them.

The Association's greatest effort for this year, however, will be toward a reunion of all alumnae of the University at next commencement.

The occasion will be a celebration of the twenty-fifth anniversary of women's entrance to the University; its purpose is to get in closer touch with these women who have gone out into different fields of service, and to interest them in the present-day problems of the University.

The present living arrangement, unsatisfactory as it may be, is better than ever before. The Archer House, with the Roberson House as an annex, is the center of life for the students. The dining hall and sitting room in the Archer House are used by the girls of both houses. The two buildings can accommodate about forty students. All of the women students, except those who live in town and six others who are boarding with friends, live in the dormitory. Under this arrangement, it is possible for them to know one another in a more personal way, and to have presented to them conveniently whatever suggestions and announcements that are called for from time to time. Consequently they are developing a real spirit of unity which never before has been possible.

At the suggestion of the advisor, the women students have effected a very fine-spirited house organization. At stated times, the house president (a girl elected by the entire group) calls a meeting, and in an informal way they discuss matters pertaining to their welfare. They have made for their own comfort and protection a few house regulations. A copy of these regulations has been filed with the Adviser of Women.

The University is very fortunate in having secured the services of Mrs. Adelaide P. Russell of Augusta, Ga., as house mother and dietitian. She resides in the Archer House; Miss Farmer, the public health nurse of Chapel Hill, has a room in the Roberson House, and acts as chaperone for the students there. Mrs. Russell has general supervision of both houses. She is a lady of culture and refinement; a mother herself, she is keenly interested in girls and their activities. Firm in her convictions of right and wrong, but always sympathetic, Mrs. Russell is proving a geunine friend to the girls.

Although provision has thus been made for a greater unity of effort and more satisfactory University supervision, the arrangement is yet a mere make-shift—expensive to both University and students and totally lacking in equipment for social and physical development. Several applicants withdrew their applications to enter this year when they found the expense of mere living. The cost of rooms, some of which are very uncomfortable, is as much and even more than is paid in the cities of the State. The one small sitting room for the group is furnished with five chairs and a table. The confusion which follows when callers arrive can be easily understood. The girls themselves have placed in the room a piano for which they are taxing themselves to meet the monthly payments. This piano will, of course, become the property of the University to be used for women students.

No progress has been made toward a gymnasium or any athletic provision for the women. They pay the regular athletic fee required of all students, and get no return save tickets to the games. They need very much a gymnasium and tennis courts; they should have physical education along with the mental.

Adapting oneself to adverse conditions is good discipline, no doubt; but it seems to those who are constantly confronted with the social problems and physical discomforts brought about by these adverse conditions that the time has come for the University to forget the old policy of mere toleration of women students, and to provide, in a whole-hearted way, for the new responsibility which has come through an eager desire on the part of North Carolina women to attain the best their State offers in way of scholarship and professional training. The University has made no effort to increase the number of women students; yet a member of the School of Education reports that there are teachers and supervisors all over this State only waiting for a chance to come to the University for their higher degrees. The School of Public Welfare, too, offers a new and rich field of service. Two scholarships have already been awarded this school by the North Carolina Federation of Women's Clubs. Instead of this meagre provision for forty-five women students, the University should stand ready and amply provided for one hundred and fifty.

All of these details have been mentioned to show the true conditions. Is the University going to be ready to meet the forth-coming demands? Can one expect the broad mental culture with present inadequate provision for physical and social welfare of students? We are far from our goal—an environment conducive to the cultivation of interests that will become the resources of a well-rounded life. A Woman's Building with a well equipped gymnasium is not only a great need, but an absolute essential to constructive work. This building should be a real home, emphasizing the best uses of true society—au expression of all that is best in us. Then will the University send out that efficient woman for whom the home and the State have need.

In concluding this report,I wish to say how grateful I am for the opportunity I had of attending the annual meeting of the National Association of Deans of Women, at Atlantic City, last February. The purpose of such conferences as stated by Dean Mina Kerr, of Michigan, is "to bring to members new cheer, hope, courage and power to serve students." From all over the country Deans and Advisers to Women gathered to discuss common problems. The Conference consisted largely of talks by those who are pioneers in the work, followed by informal discussions. The occasion was well worth while.

Respectfully submitted,

MRS. M. H. STACY, Adviser to Women.

Publications and Addresses of the Faculty

HORACE B. ANDERSON:

Some Observations on the Use of Arsphenamin; Its Effect on the Kidneys and its Therapeutic Results. *American Journal of the Medical Sciences*, July, 1921, No. 1, Vol. clxii, pp. 80 ff.

J. G. BEARD:

Pharmacists on Boards of Health. *Druggists Circular*, Nov., 1920.

Should Pharmacy Schools Modify Their Teaching Methods? *Druggists Circular*, Dec., 1920.

This Business of Teaching. *Druggists Circular*, April, 1921.

The Soda Fountain: an Asset or a Liability? *American Druggist*, Dec., 1920.

Faith, Pride, and Enthusiasm. *American Druggist*, April, 1920.

The Need of Closer National Organization in Pharmacy. *American Druggist*, May, 1921.

Our Partner, the Doctor. *American Druggist*, June, 1921.

Proceedings of the Forty Second Annual Meeting of the North Carolina Pharmaceutical Association. Edited.

J. M. BELL:

Studies on the Nitrotoluenes:

V. Binary Systems of o-Nitrotoluene and another Nitrotoluene, with E. B. Cordon, F. H. Spry and W. White. *Journal of Industrial and Engineering Chemistry*, 13, 59, 1921.

VI. The Three-Component System: o-Nitrotoluene, p-Nitrotoluene, 1, 2, 4-Dinitrotoluene, with E. B. Cordon. *Journal of Industrial and Engineering Chemistry*, 13, 307, 1921.

VII. The Three-Component System: o-Nitrotoluene, p-Nitrotoluene, 1, 2, 4, 6-Trinitrotoluene, with F. H. Spry, *Journal of Industrial and Engineering Chemistry*, 13, 308, 1921.

J. M. BOOKER:

Woman in Recent Drama. Before the Woman's Club, Greensboro, April 30, 1921.

Commencement Address, Charlotte High School, May 19, 1921.

JOHN H. BRADLEY, JR.:

The Brachiopoda of the Maquoketa, Iowa. *Bulletin of the Museum of Comparative Zoology*, Harvard, April, 1921.

Francis F. Bradshaw:

North Carolina Forty Years From Now: A Problem in Education, at Hawfield School, Mason Cross School, Bethany School, Carolina Military-Naval Academy, Lillington School.

E. C. Branson:

Inter-Racial Fair Play and a Square Deal. Y. M. C. A. Conference, Atlanta, Georgia, Nov. 17, 1920; Raleigh, March 25, 1921 and May 6, 1921.

The Social Problems of Countryside Texas, Small-Town Problems in Texas, The Federation of Social Forces in Texas and State Social Work Conference, San Antonio, Texas, Nov. 19, 1920.

The Country Weekly in Social Life. State Press Association, Raleigh, Dec. 3, 1920.

Community Organization in Country Areas. American Country Life Association, New York City, Dec. 7, 1920.

Robert E. Lee: Gentleman. Memorial Day Address, Wilson, N. C., Jan. 18, 1921; University of California Summer School, Ontario, June 24, 1921; Y. M. C. A., Jr., Regional Meeting and Banquet, Winston-Salem, N. C., Oct. 28, 1921.

The New Day in Carolina. Presidential Inaugural Address, State Social Work Conference, Raleigh, Jan. 27, 1921.

Small-Town Functions, American Country Life Association, Washington, D. C., March 28, 1921.

The Federation of National Country Life Agencies, American Country Life Association, Washington, March 28, 1921.

Come, Let Us Live With Our Children. Women's Club, Statesville, April 29, 1921.

Commencement Address, New Hope Country School, May 3, 1921.

The Social Problems and Agencies of North Carolina. Southern California Sociological Society, University of Southern California, Los Angeles, June 20, 1921.

A School of Rural Social Science, University of California, Berkeley, California, August 12, 1921.

University *News Letter*, edited, fifty numbers.

North Carolina Year-Book. State Reconstruction Studies.

G. M. Braune:

Descriptive of A Series of Tests to Determine Lateral Earth Pressures Against Retaining Walls. *Engineering News Record*, August 25, 1921.

J. B. BULLITT:

Post Influenzal Tuberculosis and Pseudo-Tuberculosis. Paper before North Carolina State Medical Society, April, 1921.

Sequence of Influenza. Paper before Fifth District Medical Society, April, 1921.

The Need and Opportunity for Research in Tuberculosis. Paper before North Carolina Tuberculosis Association, October, 1921.

The Rat as a Health Problem. *Bulletin of North Carolina Board of Health.*

D. D. CARROLL:

Education for Business. Chamber of Commerce, Lexington; Kiwanis Club, Durham.

Faith, not Famine in Business. Chamber of Commerce, Oxford.

The Present Business Readjustment. Factory Council, R. J. Reynolds Tobacco Company; Carolina Cotton and Woolen Mills.

Address before Christian Association, Guilford College.

Commencement addresses at Clinton, Morehead City, Yadkinville, Oxford.

W. C. COKER:

Some Fungi New to North America or the South. *North Carolina Academy of Science.*

Effect of Length of Day on Growth and Reproduction of Plants, *Elisha Mitchell Scientific Society.*

A Visit to Lapland and to Some Old Herbaria. *Elisha Mitchell Scientific Society.*

Notes on Thelephoraceae of North Carolina. *Journal of the Elisha Mitchell Scientific Society.*

Bulletin on the Design and Improvement of School Grounds (with Eleanor Hoffman).

P. H. DAGGETT:

Student Government. Paper before Annual Convention Society Promotion of Engineering Education, New Haven, Conn.

H. M. DARGAN:

The Modern Novel. The Woman's Club, Statesville, N. C., May 13, 1921.

J. F. DASHIELL:

Reactions of the White Rat on Multiple Stimuli in Temporal Orders. *Journal of Comparative Psychology,* October, 1921. (With W. E. Atkins)

Abstracts of all Articles in *Journal of Comparative Psychology, Pedagogical Seminary,* and *Scientific Monthly,* for the *Psychological Bulletin.*

Judgments of Personality and Vocational Selection. Paper before Southern Society for Philosophy and Psychology, April, 1921.

How Children Learn. Flora Macdonald College, 1921.

Norman Foerster:

Book III. Chapter 10, *Cambridge History of American Literature.*

Thoreau as Artist. *Sewanee Review,* Jan-March, 1921; translated into Spanish *(El Arte de Thoreau) Inter-America,* September, 1921.

Burroughs as Bergsonist, *North American Review,* August, 1920.

Burroughs as Ornithologist, *North American Review,* August, 1921.

Burroughs and the Detective Eye. *New Republic,* April 13, 1921.

Whitman and the Cult of Confusion, *North American Review,* June, 1921.

Oxford in Transition. *Weekly Review,* August 24, 1921.

The Heresy of the Didactic. *Weekly Review,* August 24, 1921.

Review of Oliver Elton's *Survey of English Literature, 1830-80,* in the *Nation* and in the *New York Evening Post Literary Review.*

Louis Graves:

Relative Values in Prohibition. *Atlantic Monthly,* April, 1921.

An American in Asia: the Story of Willard Straight. *Asia Magazine,* September, 1920 to May, 1921.

Thornton S. Graves:

Some Allusions to Richard Tarleton. *Modern Philology,* January, 1921.

The Echo Device. *Modern Language Notes,* February, 1921.

Notes on Puritanism and the Stage. *South Atlantic Quarterly,* June, 1921.

Some Facts About Anthony Aston. *Journal of English and Germanic Philology,* July, 1921.

W. C. George:

The Significance of Biology in a Pre-medical Education. Presbyterian College, Clinton, S. C.

The Comparative Anatomy of the Brain. Presbyterian College, Clinton, S. C.

Edwin Greenlaw:

Editor of *Studies in Philology: Seventeenth Century Studies,* (April); *Elizabethan Studies, Sixth Series* (July), and *Medieval Studies, Dante Commemoration* (October).

On Editorial Board of *Collier's New Encyclopaedia*, and contributor of special articles on the Renaissance.

Renaissance Studies and Studies in American Literature. Four lectures as Exchange Lecturer to University of Virginia, April 11-14, 1921.

The Choice of Studies, at Convocation, Washington and Lee University, April 15, 1921.

J. G. DE R. HAMILTON:

The Ruffin Papers, Vol. IV. The North Carolina Historical Commission.

Education for Citizenship (with E. W. Knight), War Department, January, 1921; *The Historical Outlook*, June, 1921.

Teaching by Projects (with E. W. Knight), *The High School Journal*, March, 1921.

Thomas Jefferson, Annual celebration, Edward Buncombe Chapter, D. A. R., Asheville, April 11, 1921.

The New Citizenship. Flora Macdonald College, Jan. 24, 1921.

Citizenship and Education. Warsaw High School, April 28, 1921.

The Education of the Future. Pleasant Garden High School, May 11, 1921.

G. A. HARRER:

Some Recent Inscriptions. Paper before Southern Section of the Classical Association of the Middle West and South, Columbia, S. C., February, 1921.

Review of Henry J. Bassett's Macrinus and Diadumenianus, a dissertation of the University of Michigan, *Classical Weekly*, April 18, 1921.

Review of Edward J. White's Lawyers of Ancient Rome, *American Law Review*, LV. 3.

Review of J. Hasebroek's Untersuchungen zur Geschichte des Kaisers Septimus Severus, *American Journal of Philology*, XLII. 3.

Contributions to the Latin Column in the *High School Journal*.

ARCHIBALD HENDERSON:

The Teaching of Geometry. Extension Series No. 39.

Number and the Fundamentl Laws of Algebra. *High School Journal*, parts one and two.

The Lorentz Transformation in Einstein Relativity, North Carolina Academy of Science, April, 1921.

Relativity: A Romance of Science: Part I—The World We Live In; Part II—The Special Relativity Theory. Greensboro *Daily News*, October 23 and 30.

C. A. Hibbard:

By-Products of American Journalism. Edited and published.

Essay in *Scribners.*

Studies in American Literature, *University of North Carolina Extension Leaflet.*

S. H. Hobbs, Jr.:

Commencement Addresses at Iotla High School, March 25; Granite Falls High School, May 10; Plymouth High School, May 19; White Oak High School, May 27.

Edited special issues of *University News Letter,* June-September, on Farm Gains, Farm Tenancy, Tenancy Increases, Farm Ownership, and Public Health Work in North Carolina.

George Howe:

Revelation of Aeneas's Mission. Paper before Southern Classical Association, Columbia, S. C.

H. F. Yanda:

City Planning. Southwestern Ohio Electric Light Association, April 16, 1921; Mt. Auburn (Cincinnati) Civic Association, May 24, 1921; Cincinnati Public Health Bulletin, January, 1921.

Edgar W. Knight:

Teaching by Projects (with J. G. de R. Hamilton), *High School Journal,* January, 1921.

The Report of the Education Commission. *High School Journal,* January, 1921.

Education for Citizenship (with J. G. de R. Hamilton), U. S. War Department, January, 1921.

Edited *The High School Journal,* October 1920-May 1921.

Education for Better Citizens, Tennessee State Council of Social Work, Nashville, Tenn., Feb. 14, 1921.

The Challenge to the Negro in the South, Fisk University, Nashville, Tenn., Feb. 15, 1921.

Women and the New Patriotism, State Tennessee Federation of Women's Clubs, Harrogate, Tenn., May 12, 1921.

Better Rural Schools. Address at Manteo, Crossmore, Newland, Elk Park, Winston-Salem, Efland, St. Marys, Rose Wood, Kelford, Jackson, Aulander, Bessemer, Trinity, Bonlee, Hillsboro, New Bern, Halifax, Rutherfordton, Ayden, Maxton, and Henderson.

Addresses before the Rotary Clubs of Nashville, Tenn., February, 1921; Johnson City, Tenn., April, 1921.

Frederick H. Koch:

The Acted Drama in Our Colleges and Universities. *The Drama,* October-November, 1921.

Communal Pageant-Making in a Pageant of the Lower Cape Fear, a commemorative volume, with illustrations, written in collaboration by citizens of Wilmington, N. C., under the direction of F. H. Koch, published by the Wilmington Printing Co.

The Rural Community Pageant in The Spirit of the Roanoke, pageant of Halifax County history, designed and written in collaboration by Halifax County teachers, with the direction of the Bureau of Community Drama. The pageant, with illustrations, published by the *Herald Publishing Co.*, Roanoke Rapids, N. C.

Foreword in A Study Course in Modern Drama, by Elizabeth A. Lay, University of North Carolina *Extension Leaflet*, Vol. IV, No. 7, March, 1921.

The Community Theatre, High Point, January 26, 1921.

The Cape Fear Pageant, Wilmington, March 11, 1921.

Communal Playmaking, Grinell College, Grinell, Iowa, March 21, 1921.

Folk-Playmaking in North Carolina. The Drama League of Chicago, March 23, 1921.

The Carolina Playmakers. The Drama Club, Evanston, Ill., March 24, 1921.

J. W. LASLEY, JR.:

Some Developments in Modern Geometry, Elisha Mitchell Scientific Society, December.

Some Special Cases of the Flecnode Transformation of Ruled Surfaces. The American Mathematical Society, New York, December.

A Note on Diophantine Problems, *High School Journal*, Vol. IV, No. 5.

JOHN E. LEAR:

The Construction of Rural Telephone Lines. *University of North Carolina Extension Bulletin.*

STURGIS E. LEAVITT:

Why Go to South America? School of Commerce, University of North Carolina, Feb. 1, 1921.

A. C. MCINTOSH:

The Municipal Finance Act. Paper before Conference on Municipal Government, Chapel Hill, September, 1921.

W. DEB. MACNIDER:

The Pathology of the Kidney When an Acute Injury Is Superimposed on a Chronic Glomerulonephropathy. Paper before Southern Medical Association, Louisville, Ky., Nov. 18, 1920, and *Southern Medical Journal*, Vol. XIV, 357, 1921.

The Value of the Phenolsulphonephthalein Test in the Early Diagnosis of a Kidney Injury. The Inefficiency of the Ordinary Clinical Examination of the Urine. Paper before Wilson County Medical Society, Wilson, N. C., Dec. 1, 1920.

The Early Detection of Bright's Disease. Paper before Tri-State Medical Society, Spartanburg, S. C., Feb. 17, 1921.

The Value of Mayer's Albumin Reagent and of the Phthalein Test in the Detection of Bright's Disease. Paper before Mecklenburg County Medical Society, Charlotte, N. C., March 5, 1921.

On the Increased Susceptibility of the Renal Epithelium to an Acute Injury as a Result of a Chronic Glomerulonephropathy. Paper before North Carolina State Medical Society, Pinehurst, N. C., April 26, 1921.

The Detection of Early Bright's Disease: The Mechanism of Repair in Such Kidneys. Paper before Fourth District Medical Society, Rocky Mount, N. C., May 10, 1921.

A Study of the Anurias Occurring in Normal Animals During the Use of the General Anesthetics, Paper before The American Association of Anesthetists, Boston, Mass., June 6, 1921.

On the Elimination of Phenolsulphonephthalein in Acute Mercuric Chloride Intoxications. *Proc. Soc. Exp. Biol. and Med.*, Vol. XVIII, 73, 1920.

On the Stability of the Acid-Base Equilibrium of the Blood in Normal and in Naturally Nephropathic Animals, *Science* (N. S.), Vol. LIII, 141, 1921.

A Preliminary Paper on the Relation Between the Amount of Stainable Lipoid Material in the Renal Epithelium and the Susceptibility of the Kidney to the Toxic Effect of the General Anesthetics. *Jour. Pharm. and Exp. Therap.*, Vol. XVII, 289, 1921.

Walter J. Matherly:

The following articles in *Industrial Management*: The Brain Factor in Industry; The Employment Manager; The Industrial Slacker; Industrial Teamwork; The Future of the Industrial Engineer; Personality in Industry; Life Investments in Work; Industrial Input; Plant Morale.

The Philosophy of Business, *The Carolina Magazine.*

Coming, the Commercial Statesman, *American Industries Magazine.*

The Human Machine in Industry, *American Machinist.*

The Pathway to Business Power and The Power of Money, the first of a series of personally syndicated articles running in trade journals, such as *Hardware World*, *Western Druggist*, and *Cooperation.*

The Scientific Study of Business, Twin City Club, Winston-Salem.

The Ways to Plant Efficiency, Council of Superintendents and Foremen, R. J. Reynolds Tobacco Company, Winston-Salem.

Industrial Cooperation, Cooperative Council of the Carolina Cotton and Woolen Mills Company, Spray, N. C.

The Hard Road to Easy Street, Cooperative Council of the Carolina Cotton and Woolen Mills Company, Spray, N. C.

The Investment of Life, Stonewall High School, Pittsboro High School, Chadburn High School.

New Standards in Education. Kiwanis Club, Tarboro, N. C.

The Meaning of Armistice Day. Tarboro High School.

Some Internal Foes of American Democracy. Armistice Celebration, Tarboro, N. C.

Public Nuisances, Redpath-Horner Chautauqua, Summer lecture tour through Colorado, Nebraska, Kansas, and South Dakota.

A Number of Things. A small volume of essays.

Review of How to Manage Men, The Principles of Employing Labor, by E. H. Fish. *The American Economic Review.*

HAROLD D. MEYER:

The Rural Playground. *University of North Carolina Extension Bulletin.*

Addresses at Hillsboro (Teachers Meeting) September 30; Pleasant Garden (Community Fair) October 8; Chapel Hill (Parent-Teacher Meeting) October 25; (Y. M. C. A.) Nov. 4; (Camp Fire Girls) Nov. 7; (Pickwick) Nov. 13; (Hi-Y and Christian Endeavor); Durham (Rotary Club) Nov. 11; Carrboro, Nov. 13; Stem (Community Club) Nov. 17.

M. C. S. NOBLE:

Addresses at Spindale, Piedmont High School, Philadelphus, Ashe County Commencement, Piney Creek, Louisburg, Parmele, Lenoir, Sanford, Fayetteville Rotary Club, Rocky Mount, Jackson Betterment Association, Stantonsburg (County Teachers Association), Hillsboro, Washington (Beaufort County Teachers Association).

HOWARD W. ODUM:

Community and Government, *University of North Carolina Extension Bulletin,* January, 1921.

Cooperation in Southern Communities, Section IV, Published by the Commission on Inter-Racial Cooperation, 1921.

Public Welfare and Social Service. Edited. *University of North Carolina Extension Bulletin,* Nov. 1921.

Institutes of Public Welfare. Published by the State Department.

Addresses at Hickory, Nov. 18; Lenoir College, Nov. 19; Greenville, S. C.; (State Conference for Social Work), Nov. 16; Raleigh (State Conference for Social Service), Jan. 26; Inter-Racial Commission, May 28; Teachers' Assembly, Nov. 23; Jonesboro High School, May 17;

Saxapahaw High School, May 7; Zebulon City School, and Chamber of Commerce, March, 18; Rocky Mount Current Topics Club, March 7; Chapel Hill Community Club, Feb. 25; Methodist Church, Dec. 26, and Feb. 6; University of North Carolina Summer School, July 3; Chapel Hill High School, September 5; Gastonia High School, November 17; Community Workers Club, Nov. 15; Massey's Chapel, Sep. 5; Efland School and Community Club, Jan. 19; Durham Kiwanis Club; Goldsboro County Court House, April 10; Rotary Club; Greenville Public School, May 31; Oxford College, March 11; Fayetteville, Court House, Dec. 4; New Bern, Court House, Dec. 11; Baptist Church, Dec. 11; Wilmington County Boards, Aug. 29; Washington, N. C., Association of County Commissioners, Aug. 14.

Andrew H. Patterson:

The University and its Needs. Winston-Salem Alumni Association, Jan. 5, 1921.

The Theory of Relativity. Essay submitted in *Scientific American* Contest. (Received mention as among the best.)

The Elementary Particle of Positive Electricity. Letter in Nature, March 17, 1921.

The True Coinage. Commencement Address, Siler City, April 27, 1921.

Judgments of Length, Mass, and Time. North Carolina Academy of Science, Wake Forest, April 29, 1921.

The High School Physics Teacher Talks. *High School Journal*, May, 1921.

Why Are the Tides Inverted? *High School Journal*, October, 1921.

The University. Rocky Mount Alumni Association, October 18, 1921.

The Theory of Relativity. Raleigh *News and Observer*, October 23, 1921.

John Francis Lanneau. *Wake Forest Student*, November, 1921.

W. W. Pierson:

Hispanic-American History, 1826-1920. The Institute of International Education, Bulletin No. 6, second series.

Book reviews in the *Hispanic-American Historical Review* and in the Greensboro *Daily News*.

W. F. Prouty:

Unusual Development of Paulownia Tomentosa. *Science* (N. S.), Vol. 54, No. 1391.

Geology of the Foundation of Muscle Shoals, Dam, No. 1. Association of State Geologists, Chattanooga, Tenn. Oct. 9.

J. F. ROYSTER:

How Much of Freshman English Should be Taught in the High School? *Southwestern Teachers Journal.* I, 2, January, 1921.

Nationalism in Recent American Drama, Sul Ross Normal College, Alpine, Texas, June 28, and Woman's Club, Marfa, Texas, June 29.

THORNDIKE SAVILLE:

The Water Power Situation in North Carolina, Engineers' Club, Charlotte, February.

Notes on English Sewage Works, *Public Works*, Jan. 15, 1921.

Flood Control by Small Dams, *Public Works*, Jan. 15; *Engineering and Contracting*, March 9, 1921.

Formula for Determining Settling Periods in Basins and Tanks, *Engineering News-Record*, April 14, 1921.

Problems of Interconnection of Water Supplies for Fire Protection. American Water Works Association, Greensboro, December.

J. F. STEINER:

Education for Social Work (University of Chicago Press), June, 1921; *American Journal of Sociology*, January, March, May, 1921.

Some Factors Involved in Minimizing Race Friction on the Pacific Coast. *Annals of the American Academy of Political and Social Science*, January, 1921.

Training for Community Work. Annual meeting of Association of Training Schools for Profession of Social Work, Milwaukee, June, 1921.

Public Welfare and Social Science. *University of North Carolina Extension Bulletin*, November, 1921.

OTTO STUHLMAN, JR.:

The Witch of Agnesi; An Application. University of North Carolina Mathematical Club, February, 1921.

Some Unsolved Problems of Modern Physics. Elisha Mitchell Scientific Society, March, 1921.

M. T. VAN HECKE:

Judicial Control of Administrative Judgment as to Validity of Bonds. *West Virginia Law Quarterly*, November, 1920.

A Legislative Reference Bureau for West Virginia. *West Virginia Law Quarterly*, January, 1921.

Equitable Servitudes Benefiting a Business. *West Virginia Law Quarterly*, April, 1921.

The Assignability of an Option Contract. *West Virginia Law Quarterly*, November, 1921.

HARRY S. VAN LANDINGHAM:

Impressions of Post-War French University Life, Education Department, New York *Evening Post*, September 10, 1921.

The Temper of Post-War French University Life. *School and Society*, September 10 and October 1, 1921.

Frank C. Vilbrandt:

Eastern Inspection Trip for Chemical Engineers (with James R. Withrow), *Ohio State University Bulletin*, May 21, 1921.

Sodium Sulfite as an Oxidation Standard (with James R. Withrow), *Chemical and Metallurgical Engineer*.

Sulfuric Acid Plant Fume Nuisance Problem (with James R. Withrow), *Trans American Institute Chemical Engineers*.

N. W. Walker:

Edited Vol. IV. *High School Journal* (in part).

Some Sociological Considerations Underlying the High School Curricula and Some Psychological Facts and Factors in High School Teaching.

9 Nine addresses before High School Institutes of West Virginia, Clarksburg and Charleston, September, 4-9.

2 Two addresses before Bertie County Teachers Association, Windsor, October, 29-30.

1 Address before Community Club of Trenton, N. C. November 4, 1921.

Paul J. Weaver:

— Measurement of Musical Talent, Salem College.

— Music in the Public Schools. State Parent-Teacher Association, Salisbury. Published in bulletin form.

— The Music of the Community. Kinston.

— The Woman's Club and School Music. State Federation of Women's Clubs, Greensboro.

— Correlation of Music with Physical Training. State Conference of Physical Education Teachers, Durham.

— Public School Music in North Carolina. Paper before Music Section of State Teachers' Assembly, Asheville.

Community Music and School Music. *High School Journal*.

Community Music Methods and Materials. Bulletin.

— Seven "community sings:" Rocky Mount, Leaksville-Spray, Kinston, Hillsboro, Charlotte.

— Recital with David Bispham, Trinity College, Durham.

A. S. Wheeler:

Ethers Derived from the Addition Products of the Nitroanilines and Chloral (with S. C. Smith), *Journal of the American Chemical Society*, Vol. 43.

L. A. WILLIAMS:

The Construction of Schoolhouses. *Bulletin, U. N. C. Extension Series*, No. 38.

The Business Man Speaks, *Outlook*, May 15, 1921.

A Man and a Dog, *American School Board Journal*, September, 1921.

Monthly contributions to *The High School Journal.*

Using Standard Tests in the Grammar Grades. North Carolina Teachers' Assembly.

What Constitutes an Adequate School Plant? Chapel Hill Parent-Teacher Association.

Old Time Schoolhouses, Teachers and Customs. Concord, N. C.

20 Series of twenty lectures, High School Conference Alabama Polytechnic Institute.

8 Series of eight lectures, County Institute, Harrisburg, Pa.

10 Numerous addresses at city and county school commencements.

H. V. WILSON:

The Genus Raspailia and the Independent Variability of Diagnostic Features. *Journal of Elisha Mitchell Scientific Society*, Vol. 37, parts 1 and 2.

L. R. WILSON:

The Opportunity of the Alumni of North Carolina Colleges, State Teachers' Assembly, Raleigh.

The American Library Association Program. State Library Association, Greensboro.

Better Libraries Needed, a Comparison of North Carolina and Massachusetts Library Facilities. University News Letter.

The Alumni Review, Volume 9, edited.

University Extension Leaflets. Volume 4, edited.

PRODUCTIONS OF THE CAROLINA PLAYMAKERS, INC.

Original Folk-Plays, Fifth Series. Produced at Chapel Hill, The Play-House, February 11 and 12, 1920.

The Miser, a tragedy of farm life, by Paul Greene.

The Vamp, a comedy of Chapel Hill, by William Royall.

The Old Man of Edenton, a melodrama of witchcraft times, by Paul Greene.

Original Folk-Plays, Sixth Series. Produced at Chapel Hill, The Play-House, April 29 and 30, 1921.

The Chatham Rabbit, a comedy of Chapel Hill life, by W. Le Gette Blythe.

The Reaping, a play of social problem, by John Terry.

In Dixon's Kitchen, a romance of country life, by Wilbur Stout, in collaboration with Ellen Lay.

The Satyr Carnival: The first annual Carnival by the Dramatic Order of Satyrs for the benefit of the Playmakers' Theatre Fund, in Swain Hall, Friday evening, April 29th, 1921, immediately after the performance of the Sixth Series of Carolina Folk-Plays.

Commencement Performance: Chapel Hill, The Play-House, June 14, 1921.

When Witches Ride, by Elizabeth A. Lay.

In Dixon's Kitchen, by Wilbur Stout.

Summer Session Performance: Chapel Hill, The Play-House, July 18 and 19, 1921.

The Vamp, a comedy of college life, by William Royall.

The Miser, a tragedy of the farm, by Paul Greene.

In Dixon's Kitchen, by Wilbur Stout, in collaboration with Ellen Lay.

The First State Tour. Itenerary: Greensboro, Saturday, May 7th; Charlotte, Monday, May 9th; Durham, Tuesday, May 10th; Raleigh, Wednesday, May 11th; Kinston, Thursday, May 12th; New Bern, Friday, May 13th; Washington, Saturday, May 14th.

Program: *The Miser*, by Paul Greene; *When Witches Ride*, by Elizabeth A. Lay; and *In Dixon's Kitchen*, by Wilbur Stout in collaboration with Ellen Lay.

Second Annual Caper. Gorgon's Head Lodge, Chapel Hill, October 15, 1920.

Kochomania, a fanfaranade of the Carolina Folk-Plays, by Henry Berry Greene, Phœbe Ward Lay, and Dodgast Ye Heffner.

Three Whoops in Hell! That Infernal Caper! by John Manning Booker.

Bouillabaisse, a newly-concocted farce, by Charles T. Woollen.

Forest Theatre Performance: Shakespeare's *Much Ado About Nothing*, July 29, 1921.

VISITING DRAMATIC COMPANIES

The Devereaux Players, Clifford Devereaux, Director: produced at Chapel Hill, in the Play-House, October 19 and 20, 1920.

Matinee: Scenes from Shakespeare's *Twelfth Night;* Sheridan's *The School for Scandal;* and Chekhov's *The Boor.* Evening: *Ghosts,* by Henrik Ibsen. Evening: *Her Husband's Wife,* by A. E. Thomas.

The Shakespeare Playhouse of New York, Frank McEntee, Director: produced at Chapel Hill, in the Play-House, July 13th, 1921. Afternoon: *The Merchant of Venice,* by William Shakespeare. Evening: *Beyond the Horizon,* by Eugene O'Neill, November 18 and 19, 1921. Evening: *Candida,* by Bernard Shaw; Matinee: *A Doll's House.* by Henrik Ibsen; Evening: *Beyond the Horizon,* by Eugene O'Neill.

Special Playmakers' Performance: Produced at Chapel Hill, the Play-House, October 28 and 29, 1921. *How He Lied to Her Husband,* by Bernard Shaw. *Suppressed Desires,* by George Cram Cook and Susan Glaspell.

ARTICLES CONCERNING THE CAROLINA DRAMATIC PERFORMANCES

The Carolina Magazine, December, 1920.

The Theatre Magazine, January, by Ethel Armes.

The Christian Science Monitor, January 7, 1921.

The Theatre Magazine, February, 1921, by Elizabeth A. Lay.

The Woman's Home Companion, April 1921, by Constance Darcy MacKay.

The Ladies' Home Journal, April 1921, by Henry MacMahon.

The Theatre Magazine, May 1921, by Philip Hettleman.

In *School Life,* published by the Department of the Interior, Bureau of Education, Washington, D. C., October, 1921, A Report *The Drama a Recognized College Subject.*

The Drama, July 1921, by Walter Prichard Eaton.

Shadowland, September, 1921, by Walter Prichard Eaton.

The Drama, August-September, 1921: *Granny Boling,* a play in one act, by Paul Greene.

The Acted Drama in Our Colleges and Universities, October-November, 1921, *The Drama,* by Frederick H. Koch.

Producing in Little Theatres, by Clarence Stratton. Published by Henry Holt and Company, 1921. Illustrations of Carolina Folk-Plays.